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AUTHOR Dunkeld, Colin G.
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ABSTRACT

The second year of the Portland EPDA Reading Program was a modification of an in-service program in the teaching of reading which had been carried out in four Portland elementary schools during the previous year. Four school principals, 38 teachers of grades one through four, 16 teacher-aides, and 22 parent volunteers participated in the program under a staff drawn jointly from the Portland State University and the public schools. Objectives were drawn up for the program and related to all of the participants. Teachers were released from classroom duties every Friday afternoon to participate in training activities at the university; the teacher aides attended workshop sessions at the university once a month and received supervisory assistance in the schools; the parent volunteers attended a program every Thursday at the university and gave voluntary assistance to teachers during the week; and the principals of the four schools met periodically with the program staff to assist with planning. Tests, questionnaires, and observational schedules were designed to evaluate the effectiveness of the program. All of the participants made significant gains in their particular areas, and the schools benefited from resources placed at their disposal. Overall, the program was termed successful. (WR)

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The Portland EPDA Reading Program: Second Year

An In-Service Training Program in the Teaching of Reading

Colin G. Dunkeld
Portland State University
January, 1973

U.S. Department of Health, Education, and Welfare
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The Portland EPDA Reading Program:
Second Year

Personnel

William A. Jenkins	Director
Colin G. Dunkeld	Associate Director
Margaret Jones	Supervisor
Jean Bolos	Supervisor
Richard McMenemy	Parents' Program
Cene Ashback	Principal
James Bow	Principal
Isaac White	Principal
Leigh Wilcox	Principal
Marilyn Tanke	Graduate Assistant
Joan Behn	Graduate Assistant
Sharon Darcy	Secretary

The Portland EPDA Reading Program:
Second Year

Table of Contents

		Page
I.	Summary	1
II.	The Context of the Program	6
III.	The Program	8
	A. Scope	8
	B. Objectives	9
	C. Personnel	12
	D. Budget	13
	E. Procedures	15
IV.	Evaluation	43
	Objective # 1: Teachers	43
	Objective # 2: Aides	91
	Objective # 3: Parents	108
	Objective # 4: Principals	118
	Objective # 5: In-Service Leaders	120
	Objective # 6: Reading Center Materials	122
	Objective # 7: University- Public School Cooperation	123
	Objective # 8: In-Service Models	123
V.	Conclusion and Recommendations	129
	List of References	134
	Appendices	135

The Portland EPDA Reading Program:
Second Year

List of Tables

Table		Page
1.	Student Turnover in Program Schools	6
2.	Racial Composition of Program Schools	7
3.	Racial Composition of Program Participants	8
4.	Staff Positions	12
5.	Budget Estimates and Program Apportionments	14
6.	Evaluation Schedule	44
7.	Pre and Post Observations of Elements of a Reading Lesson	62
8.	Selected Classroom Characteristics Rating Scale	65
9.	Selection of Reading Materials: Pre and Post Interviews	67
10.	Selected Teaching Methods and Materials Checklist	69
11.	Pre and Post Responses to Videotape Questionnaire	78
12.	Aides Activities	103
13.	Teachers' Ratings of Aides' Performance and Initiative	104
14.	Parents' Scores on Quarterly Tests	109
15.	Teachers' Logs of Parents' Activities: Three Sample Weeks	114

The Portland EPDA Reading Program : Second Year

I Summary

The second year of the Portland EPDA Reading Program was a modification of a successful in-service program in the teaching of reading which had been carried out in four Portland public elementary schools during the previous year. The project, originating from Portland State University, was planned and conducted cooperatively by Portland State University and Portland Public Schools and funded by the United States Office of Education. Four school principals, thirty-eight teachers of grades one through four, sixteen teacher-aides, and twenty-two parent volunteers participated in the program under a staff drawn jointly from the university and the public schools.

The objectives of the program were:

1. To improve the instructional, diagnostic, and management skills of classroom teachers in the teaching of reading and language arts.
2. To train teacher-aides in specific ways of assisting teachers in the teaching of reading and language in their classrooms.
3. To train a group of parent volunteers -
   a. In specific ways of assisting teachers in their classrooms.
   b. In specific ways of helping their own and other children learn to read at home.
4. To keep principals informed about the work with teachers, aides, and parents, and to invite them to examine their reading programs and discuss recent developments in school reading programs with selected national and local reading specialists.

5. To prepare a group of 15-18 teachers to occupy in-service leadership positions in the teaching of reading and language arts.
6. To develop materials for use in university methods courses, and to create the nucleus of a Reading and Language Arts Center in the School of Education at Portland State University.
7. To explore and demonstrate appropriate avenues of cooperation between a university and a public school system.
8. To develop a replicable in-service model for on-site, in-service training in the teaching of reading.

The program ran throughout the 1971-72 school year. Teachers were released from their classrooms every Friday afternoon throughout the year to participate in training activities at the university. Substitute teachers took their places in the classrooms. Two full-time supervisors divided time equally among the four program schools and maintained a year long program of systematic and individualized classroom supervision, consultation, and demonstration. The teacher aides attended workshop sessions at the university on the first Thursday morning of each month, and received supervisory assistance in the schools. The twenty-two parent volunteers attended a special program for parents every Thursday morning at the university and gave voluntary assistance to classroom teachers during the week. The principals of the four schools met periodically with the program staff to assist with planning. They, and the principals of nine other elementary schools, attended a principal's seminar which met for six, three-hour sessions on the first Friday morning of each month from October through March. The teachers and aides earned college credit for their work. The parents were paid $1.60 per hour, up to a maximum of four hours per week, for their participation in the scheduled training activities.

Beyond that, their work in the schools was without monetary compensation.

Tests, questionnaires, and observational schedules were designed to evaluate the effectiveness of the program. While many teaching practices tended to remain stable over the year, the teachers as a group made significant gains ($p > .05$) in knowledge and significant changes in some important aspects of their classroom performance. Most of the teachers made noticeable, sustained improvements in instructional, diagnostic, and managerial skills. However, even with generous assistance and supervision, a few did not. Aides made significant gains in their knowledge of instructional practices in the teaching of reading and language and were favorably rated by teachers on both performance and initiative. Parents gained in knowledge of the teaching of reading and language arts and each one spent an average of one hour and twenty-five minutes per week assisting in classrooms. Their efforts were valued by teachers and principals alike. The principals valued the information they received at the seminar and expressed the opinion that detailed and informed in-service presentation-discussions of current developments in reading instruction are highly desireable to keep principals up to date.

At the conclusion of the program, six teachers who had participated throughout both the first and second years, and who had either made presentations or conducted workshop activities for professional groups during that time, were identified as potential in-service leaders in elementary school reading and language arts programs. Sixteen other teachers were identified as potential leaders in designated areas within elementary school reading and language arts programs.

The instructional materials and tests purchased and produced by the program have been placed in the Learning Materials Center at Portland State University where they are now used daily by teacher trainees and curriculum study committees in the area. Some forty instructional handouts are in use in methods classes, and eighteen videotapes of teaching episodes are available for class discussion.

The schools benefitted from the resources placed at their disposal by the university, and from the objectivity, comprehensiveness, and perspective of the university personnel. The university personnel benefitted from their day to day work, demonstration, and observation with children in classrooms. Two models for in-service reading and language arts programs have been designed from the experiences of this program. One will be implemented in two Portland elementary schools in the spring of 1973.

Data from the annual achievement testing program in the four schools are incomplete and inconclusive. Also, because of the high student turnover in these four schools and the many other variables, especially such as changes in administrative personnel and in the overall organization of the school curriculum, they are insufficient measures of the program's effectiveness. Evidence collected by the supervisors and classroom observers indicates that teachers were diagnosing instructional needs more accurately, providing a wider variety of appropriate learning activities, and encouraging more student initiative at the end of the program than at the beginning. Evidence collected from the teachers also suggests very strongly that in times of general criticism of the public schools, teachers become uneasy and need time to inform themselves of the criticisms, to examine the alternatives that are being proposed, and to

bring their experiences to bear upon professionally considered courses of action. Evidence from both the teachers and teacher-aides also strongly suggests that, quite often, teachers know what to do in specific situations but loose confidence in their knowledge temporarily and need objective, external assurance and support.

The morale of the teachers, aides, and parents who participated in the program was consistently high throughout the entire period. Unsolicited oral and written testimonials to the helpfulness of the program were received from parents, aides, teachers and principals. Taken together with the data from the many evaluation activities the majority of them clearly indicated that, although many problems remain to be solved, those who participated in the program are teaching with greater confidence, using a greater variety of materials and teaching suggestions more effecively, developing appropriate expectations, and paying closer attention to the specific and individual needs of their children.

II. The Context of the Program

The city of Portland has a population of approximately 380,000. It has 96 elementary schools and spent an estimated average of $851.00 per elementary school pupil in 1971-72. In the 1970-71 school year, four schools, identified by the administration as needing assistance with reading and language arts participated in the first year of the EPDA Reading and Language Arts In-Service Program. The second year of the program was a modification and continuation of this program in the same four schools in the 1971-72 school year. All four schools fall within areas where the level of deprivation assessed by federal guidelines is in excess of 20%. They are in transient neighborhoods and experience a very high turnover of their students. The size and extent of the student turnover in the 1971-72 school year is shown in Table 1.

Table 1

Student Turnover in Program Schools

	Begin	In	Out	End
School 1				
1970-71	462	580 (118)	173	407
1971-72				
School 2				
1970-71	279	355 (76)	106	249
1971-72				
School 3				
1970-71	592	801 (209)	170	631
1971-72				
School 4				
1970-71	664	805 (141)	139	666
1971-72				

Begin = enrollment at beginning of year, September 30.
In = beginning enrollment plus students transferring in.
Out = students transferring out.
End = enrollment at end of year, June.

Three of the schools are predominantly white; one is predominantly black. Details are presented in Table 2.

Table 2

Racial Composition of Program Schools

	White	Black	Oriental	Spanish American	American Indian
School 1	85.4	4.1	10.3	.2	0
School 2	69.8	24.1	0.0	4.4	1.7
School 3	40.2	58.4	.2	.6	.6
School 4	96.5	.8	.3	1.6	.6

Figures are percentages.

III. The Program

A. Scope

The program included principals, teachers, teacher-aides, and parents. It was directed primarily towards teachers working in grades one through four. The four principals and thirty-five teachers from the previous year continued in the program. They were joined by five new teachers. Fifteen aides attended a specially arranged program for aides. Each principal also recruited from four to six parents to make up a new group of twenty-two parent volunteers. Additionally, the principals of nine other schools joined the principals of the four program schools in a principals' seminar.

The racial composition of the program participants is shown in Table 3.

Table 3

Racial Composition of Program Participants

	Total	White	Black
Principals	4	3	1
Teachers	40	37	3
Teacher's Aides	12	11	1
Parents	22	22	0

The teachers varied in experience from three teachers in their first year of teaching to eight with more than twenty years of teaching experience. The group as a whole had a mean of 9.1 years teaching experience. In the ten years prior to the program, approximately half of the teachers had taken one or more college

college courses in methods of teaching reading or language. The other half had not.

Five of the aides were in their first year. Together they had a mean of 2.7 years experience as aides. Three had high school diplomas but had never attended college; nine had had some college experience; and three had college degrees.

One parent did not have a high school diploma. Fifteen had attended college but none had attended college for more than two years. None had worked as aides or given any kind of instructional assistance in a school.

Of the thirteen principals who attended the principal's seminar, nine had master's degrees and one had a Ph.D. Each of the three Portland areas was invited to send three of its elementary principals to the seminar. Beyond indicating that the seminar would direct its attention mainly towards the special problems of disadvantaged, urban schools, no criteria for the selection of the principals were specified.

B. Objectives. The program worked towards the accomplishment of eight broad objectives.

1. To improve the skills of reading teachers in four inner city schools. Specifically to assist teachers in the process of building and implementing their own classroom reading and language programs by:
   a. Increasing their managerial and instructional competencies in the teaching of reading and language.
   b. Increasing their knowledge of materials and resources.

for teaching reading and language.

c. Teaching them to recognize and make use of the relationships between children's experiences and their purposes for reading.

d. Teaching them to recognize and capitalize upon the relationships among the language arts, listening, speaking, reading, and writing, for the teaching of reading.

e. Teaching them to recognize and develop the language potential of all children and to do their utmost to prevent reading failure.

f. Teaching them to foster and encourage children's out-of-school interests in reading.

2. To train teacher aides in specific ways of assisting teachers in the teaching of reading in their classrooms.

3. To train a group of parent volunteers:

   a. In specific ways of assisting teachers in their classrooms in the teaching of reading.

   b. In specific ways of helping their own and other children to learn to read at home.

4. To invite school principals to examine their reading programs and to give them the opportunity to discuss recent developments in school reading programs with selected national and local reading specialists.

5. To prepare a group of 15-18 teachers to occupy in-service leadership positions in the teaching of reading.

6. To develop materials for use in university methods courses and create the nucleus of a Reading Center in the School of Education at Portland State University.

7. To explore and demonstrate further appropriate avenues of cooperation between a university and a public school system.

8. To develop a replicable in-service model for on-site training in the teaching of reading.

Where necessary, these general objectives were taken in turn and re-written as specific behavioral or process objectives so that training activities could be devised and placed within the program.

C. Personnel

The staff was made up of both university and school personnel. Table 4 lists the staff positions and percentages of time allocated to program activities.

Table 4

Staff Positions

Director, PSU	20%
Associate Director, PSU	67%
Supervisor- Instructor, PPS	100%
Supervisor- Instructor, PPS	100%
Director of Parents' Program, PPS	25%
Administrative Assistant, PSU	100%
Graduate Assistant - Evaluation, PSU	33%
Graduate Assistant - Evaluation, PSU	33%
Secretary, PSU	50%

The director, associate director, administrative assistant, two graduate assistants and secretary came from the university. The two full-time supervisor-instructors and the director of the parents' program came from the public schools. As can be seen from the table, the two supervisor-instructors and the administrative assistant were full time; all other staff members were part-time. The total staff amounted to the equivalent of 5.28 full time personnel. Of these, the equivalent of 1.20 positions were administrative, 2.58 were instructional and supervisory, 1.00 was evaluational, and .50 was secretarial.

All members of the instructional staff had considerable experience in

Both the teaching of reading and supervisory work with teachers.

The director is a teacher-administrator who has written, spoken, and consulted widely on problems of teaching reading and the language arts for twenty-one years. He has been president of the nation's largest organization of reading and language arts teachers. For seven years he edited a national journal in this field. He is well known for his positions on the interrelationships among the language arts, the worth of the individual, and the importance of children's literature in the elementary school. The associate director has twenty-three years of experience in schools. He had been a classroom teacher for eleven years, an elementary school teaching principal for nine years, and supervisor of a university reading center for three years. The director of the parents' program had twenty-two years of experience and had coordinated the reading program for the city for fourteen years. He is the co-author of a text on corrective reading. The two supervisors had fifteen and fourteen years of teaching experience and had been employed for eleven and two years as reading co-ordinators within their districts. One of the graduate assistants had an M.S. in Education and had three years of teaching experience. The other had an M.S. in Psychology, and had taught for a year at the college level. Both were taking post-graduate courses in education and psychology.

D. Budget

Budget estimates and apportionments to each of the four major programs are presented in Table 5.

Table 5

Budget Estimates and Program Apportionments

Budget Categories		Program Apportionments			
Item	Cost	Teachers	Aides	Parents	Principals
Salaries					
Administration	20,600	15,000	2,000	2,000	1,600
Instructors	24,000	15,000	2,000	5,000	2,000
Supervisors	20,600	18,000	1,600	1,000	—
Evaluation	9,200	7,000	1,000	1,000	200
Clerical	3,800	2,500	500	500	300
Total	78,200				
Various Stipends					
Subst. Teachers	14,500	14,500	—	—	—
Required Fees	3,800	3,500	300	—	—
Parents Stipend	5,800	—	—	5,800	—
Total	24,100				
Materials					
Videotape	4,200	4,200	—	—	—
Instruction	3,800	3,300	200	200	100
Office	1,200	1,200	—	—	—
Total	9,200				
Travel					
Out-of-State	2,800	1,800	—	—	1,000
In-State	700	700	—	—	—
Total	3,500				
Program Totals	115,000	86,700	7,600	15,500	5,200
Cost per Participant (Rounded)		(38) 2,264	(15) 506	(22) 705	(13) 400

It may be seen that the estimated costs for each of the program participants were as follows:

For each of the 38 teachers the estimated cost was $2,264.00

For each of the 15 aides the estimated cost was $506.00

For each of the 22 parents the estimated cost was $705.00

For each of the 13 principals the estimated cost was $400.00

E. Procedures

The period of time covered by this report is the school year from September, 1971 to May, 1972. This is the second year of a two year program.

Following the first year, cuts in the amount of funds available necessitated some major changes. Those essential features of the first year which had been successful were retained but all were modified to some extent. The greatest change concerned the amount of released time granted to teachers. Throughout the first year, the teachers had been released from their classrooms every Thursday for the entire day. Substitute teachers had been employed to take their places. During the second year the amount of money budgeted for substitute teachers was halved. Therefore, teachers were released from their classrooms every Friday afternoon, a half day per week in place of the full day of the previous year. The general format of holding classes on the university campus and maintaining a program of demonstration and individualized supervision in the classrooms was retained, but the number of supervisors was cut from two full and one half-time supervisors, to two full-time supervisors only.

The programs for aides and for school principals were more extensive

than those of the previous year. In the first year the aides attended the morning sessions of a summer workshop only and did not participate in program activities during the remainder of the year. In the second year the aides' program was maintained throughout the year. Lecture-discussion and workshop sessions for aides were held at the university on the second Thursday morning of every month, and the aides also received supervisory assistance in the schools. Fifteen aides attended the program. In the first year the principals attended and played a leadership role in a summer workshop. Their role during the remainder of the year was limited to that of assisting in planning and facilitating program activities in their schools. During the second year, in addition to these roles, plans were made to keep the principals more closely informed of the teachers' aides', and parents' programs. These were accomplished by conducting a principal's seminar on the first Friday morning of each month from October through March. Local and nationally known consultants to the program participated in these seminars. In order to make greater use of the services of the consultants brought in specifically for the benefit of the four program schools, the principals of nine other Portland elementary schools were invited to attend the seminars and complete some follow up activities in their schools.

The program for the parent volunteers remained essentially the same. A new group of 22 parents met at the university for a two hour discussion and workshop session every Thursday morning and carried out voluntary tutoring and other responsibilities in the schools for a few hours each week. Parents also received supervisory assistance that had not been available to them during the previous year.

Many of the second year activities were deliberate attempts to create ripple or multiplier effects which would continue to hold good after the close of formally scheduled program activities. These planned multiplier effects were of four kinds: the preparation of in-service leaders for the public school system; the establishment of a reading center at the university; the planning for continued cooperation between the university and the public schools in both pre-service and in-service training of teachers; and finally the design of one or more models of feasible staff development programs based on the experiences of this program.

Details of the four major programs and of those designed to produce multiplier effects are presented below:

1. The Program for Teachers

   a. Lecture-Discussions, Workshops, and Training Activities at the University.

      Planning sessions with the whole group of teachers, an elected planning committee of teachers, school principals, and staff members were held thoughout the final quarter of the first year. At these sessions decisions were made to continue the program along similar lines but with the modifications discussed earlier. The staff assisted in the identification and definition of problems and areas of interest and presented reasonably detailed descriptions of alternative courses of action. The

teachers and the planning committee considered the alternatives, made suggestions, and expressed their opinions, after which the staff worked out the details and planned the program. As in the first year program, content was developed around a central theme each quarter.

Many teachers who had learned of the criticisms of current formal education voiced in the writings of Charles Silberman and others expressed some uneasiness and a desire to examine these criticisms more fully. Concurrently almost all of the teachers were aware of a current interest in and emergence of "open classrooms" and trends towards "informal teaching". Few were very well informed on either the criticisms or proposed solutions. Therefore an examination of the rationale of informal classrooms and its implications for the teaching of reading and language became a high priority item which claimed central attention during the first quarter. The themes finally selected for each quarter were as follows:

Fall: Reading and Language Activities in Informal Classrooms

Winter: Diagnosing and Correcting Individual's Reading Difficulties.

Spring: Children's Literature and the Teaching of Reading.

Before each quarter began, the various planning committees again met with the staff to make specific selections of course content and to discuss the time requirements for proposed training activities. Lists of specific behavioral and process objectives were drawn up and given to each teacher. Course outlines and specific objectives were as follows:

Fall Quarter

Reading and Language Activities in Informal Classrooms

September 24	1. Pre-test 2. Registration 3. Introduction to Informal Classrooms 4. Back to School Night
October 1	1. The Competencies of a Reading Teacher. Consultant: Dr. William R. Powell, University of Illinois 2. Grade Level Workshops
October 8	No EPDA Program. Portland Public Schools Professional Day.
October 15	1. The Antecedents of Informal Classrooms 2. Peggy Brogan: Film 1 3. Grade Level Workshops
October 22	1. Inside Informal Classrooms 2. Grade Level Workshops
October 29	1. Exploring the Role of the Informal Teacher 2. Peggy Brogan: Film 2
November 5	1. Evaluative Studies of Informal Classrooms 1 2. Grade Level Workshops
November 12	1. Evaluative Studies of Informal Classrooms 2 2. Grade Level Workshops
November 19	1. Ways of Teaching Spelling - Systematic and Incidental 2. Grade Level Workshops
November 26	Thanksgiving
December 3	1. Parents as Partners in the Reading Program Consultant: Dr. Mildred B. Smith, Flint Public Schools, Michigan 2. Review 3. Grade Level Workshops
December 10	1. Test 2. Planning Session for Winter Quarter 3. Grade Level Workshops

FALL QUARTER OBJECTIVES

1. Teachers will be able to make five suggestions for making their reading program interesting to children.

2. Teachers will be able to make five suggestions for making their writing program interesting to children.

3. Teachers will be able to state Silberman's major criticisms of contemporary classrooms.

4. Teachers will be able to state Silberman's major proposals for changes in elementary schools.

5. Teachers will be able to describe the major characteristics of an informal classroom based on the model of the British Primary School and compare them with those of a traditional formal classroom.

6. Teachers will be able to compare the role of the teacher in an informal classroom with the role of the teacher in a traditional classroom.

7. Teachers will be able to state the major difference between contemporary English informal schools and American child-centered progressive schools of the 1920's and 1930's.

8. Teachers will be able to identify each of the following people and briefly describe a contribution of each towards the current informal education movement in the British Primary Schools. Pestalozzi/Froebel/ Maria Montessori/Dewey/Piaget/Lady Bridget Plowden

9. Teachers will be able to describe the findings of five or more studies of informal programs. Combining these findings with some informed opinions, they will state implications for their own classroom practice.

10. Teachers will make three specific suggestions for effectively enlisting parent help in the reading program.

11. Teachers will make six specific suggestions for parents about ways of helping their child learn to read at home.

12. Teachers will write brief accounts of lecture statements and readings about informal classrooms and their reactions to them.

13. Teachers will report on their own experiences with and development of informal teaching techniques.

Winte arter

Diagnosing and Correcting Individual's Reading Difficulties

January 7	1:00 p.m.	Registration
	2:00 p.m.	Reading Readiness for Disadvantaged Children Consultant: Dr. Jo M. Stanchfield, Occidental
January 14	1:00 p.m.	Grade level workshops - Making Use of Parent Volunteers
	3:00 p.m.	Videotapes: Hand -eye Coordination Tactile Approach Modified Kinesthetic Approach Discussion
January 21	1:00 p.m.	Preparing a Diagnostic Reading Report
	2:00 p.m.	Videotapes: Oral Reading Frustration Level Reading Discussion
January 28	No Class Meeting	
		Application of Preliminary Diagnostic Reading Instruments in the Schools
February 4	2:00 p.m.	Evaluation of a Reading Program Consultant: Dr. Carl B. Smith, University of Indiana
February 11	1:00 p.m.	Individual Problems in Diagnosing Reading Difficulty: Case Studies
	2:00 p.m.	Videotape Discussion: Consonant Blends Auditory Discrimination Skills One Day's Lesson in Analysis Skills
February 18		Visits to Reading Programs in Local Schools
February 25	1:00 p.m.	Selecting Appropriate Diagnostic Reading Tests
	2:00 p.m.	Videotapes: Reading Game Johnson Reading Clinic Reading Comprehension and Interpretation Discussion
March 3	1:00 p.m.	Discussion of Selected Reading Cases 1
March 10	1:00 p.m.	Discussion of Selected Reading Cases 2
March 17	1:00 p.m.	Videotapes: Individualized Correction of Reading Difficulties, I,II,III Discussion

Winter Quarter Objectives

Each teacher will complete the requirements for receiving credit in ED 468 G Diagnostic and Remedial Techniques in Basic Skills. Those requirements are:

1. Observe and discuss selected video tapes of remedial techniques in the teaching of reading.
2. Attend and participate in eight lecture-discussions
   a. Reading Readiness for Disadvantaged Children.
   b. The Preparation of a Diagnostic Reading Report
   c. Evaluation of a School Reading Program
   d. The Selection of a Diagnostic Reading Test
   e. Individual Problems in Diagnosing Reading Difficulty
   f. Discussion of Selected Cases (3 sessions)
3. Prepare a complete case study on one child: select materials, implement and modify those recommendations, write report.
4. Describe efficient diagnostic procedures in an appropriate sequence.
5. Name and describe six test instruments or other valid sources of diagnostic information.

Spring Quarter Objectives

1. Each teacher will complete the requirements for receiving credit in ED 507 Children's Literature and the Teaching of Reading. Those requirements to be based upon needs in EPDA classrooms and to be determined by a committee of teachers from each school and members of EPDA staff.
2. Each teacher will prepare one thirty-minute presentation on any topic in the teaching of reading and language, and make that presentation to a small group of teachers, aides, or parents.
3. With the aid of EPDA staff supervisors, each teacher will continue to evaluate and improve selected aspects of his teaching performance.
4. Within each school, each teacher will examine, describe, and review the goals, the implementation, and the evaluation of his total classroom reading program.
5. Based on EPDA program activities, EPDA staff and teachers will prepare materials for use by students in Portland State University Reading and Language Arts Center.

It should be apparent that the EPDA program valued teachers' knowledge, informed discussion, and reflective consideration of the craft of teaching in addition to competent performance in the classroom. Teachers were expected to seek out appropriate professional readings on the topics taken up by the program.

Because released time in the second year had been cut from a full day to half a day, the time available to teachers for independent reading and study at the university was considerably shorter. Partly to offset this loss of time and partly to make books more readily accessible to teachers in their schools, a small number of selected books and reprints of journal articles was distributed to teachers each week to be placed in faculty lounges where they would be accessible to teachers throughout the year. The books distributed were:

September: Ashton-Warner, Sylvia. Teacher, New York: Bantam Books, 1964

Broudy, H.S. and John R. Palmer. Exemplars of Teaching Method, Chicago: Rand-McNally, 1965

Harris, Albert J. How to Increase Reading Ability, Fifth Edition. New York: David McKay Company, 1970.

Walters, E.H. Activity and Experience in the Junior School, National Froebel Foundation, London, 1949.

October: Spiel, Oscar Discipline Without Punishment, London: Faber and Faber, 1962.

Marshall, Sybil. An Experiment in Education. Cambridge: Cambridge University Press, 1963.

Rogers, Vincent R. Teaching in the British Primary School. New York: Macmillan, 1970.

Gates, A.I., Mildred Bachelder and Jean Betzner. Systematic Versus Opportunistic Methods in Teaching Reading. Teachers College Record, 1926.

November: Brown, Norman and Mary Precious. The Integrated Day in the Primary School, New York: Agathon Press, 1969.

Blackie, John. Inside the Primary School, London: H.M.S.O., 1967.

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The Young Authors' Happening

In May, 1971, one of the supervisor-instructors attended the annual conference of the International Reading Association in Atlantic City. She learned of a Young Authors' Happening held at the University of Michigan to recognize and encourage children's creative writing. Details were obtained and a Portland Young Author's Happening was projected. In November each teacher in the EPDA program was invited to participate by selecting six children from her language arts class to attend a Young Authors' Happening at Portland State University in April.

Volunteer activity leaders met several times to plan the days events. On the morning of Friday, April 21, children from each school arrived at the University at 9:00 a.m. They brought with them some of their own creative writing which they shared with children from other schools. Childrens' authors who live in the Portland area greeted the children, circulated among the groups, and commented on the work.

For the remainder of the morning each child went to three activities of his choice according to a pre-arranged schedule. Activities included folk-singing, creative dramatics, story-reading, story-telling, illustrating, poetry, language-encountering, and a puppet show. At the end of the three activitiy sessions, the children gathered for lunch, heard poems from Mr. Lee Bennett Hopkins and joined in a community sing. On his way back to school after lunch, each child was given a paper-back book. The parent volunteers from the EPDA program assisted throughout the morning and accompanied the children back to school on the buses. The teachers and activity leaders remained for a poetry workshop with Mr. Lee Bennett Hopkins.

b. Supervision

The supervision program followed the main outline of the previous year's plan. The two full-time supervisors arranged their schedules to allow as much personal contact with individual teachers as possible. The supervisors set up schedules for planning, visiting, and assisting in classrooms and made themselves available informally throughout the day. Before and after assisting in classrooms, the supervisor and the teacher met to discuss their respective roles and to plan the purpose of each visit. Supervisory activities ranged from general observation, demonstration lessons with whole class and demonstration lessons with groups, to assistance to individual students. Supervisors introduced new teaching and supplementary materials into many classrooms, obtained materials for teachers and discussed and demonstrated teaching methods and classroom management procedures. Supervisors also gave informal and diagnostic tests and identified children's needs.

The supervisors and members of the instructional staff gave careful consideration to the problem of developing teachers' competencies. Several possibilities were discussed. At no time, even if it were possible, did the program attempt to specify a finite list of teacher competencies to be developed uniformly by all teachers. Such a plan, it seemed, would ignore valuable differences in existing teaching styles and reduce the opportunities for teachers to experiment and to take responsibility for their own development during and beyond

the operation of the program. Instead, against a background of examples of many kinds of organizational and instructional competencies in all of the language arts presented and discussed in the workshops and lecture-discussion sessions at the university, the supervisors on site in teachers' classrooms used their observations and assisted teachers in identifying and developing needed competencies on a completely individualized basis. In this way, it was anticipated that each teacher would develop those competencies most necessary to his immediate development and would learn to guide his own future development by a process of self appraisal and experiment.

In the winter and spring quarters, two sets of videotape equipment were obtained for use in the four schools. The supervisors and the two graduate assistants learned how to operate the equipment. Because videotaping was viewed with apprehension and uncertainty by some teachers, steps were taken to introduce it gradually and to control the conditions under which it would be used. The teachers viewed many videotapes of teaching episodes borrowed from another federally funded reading program. (Slaughter, 1969). Additionally, one of the university lecture-discussion sessions conducted by a staff member was videotaped and played back immediately for discussion and critique. Time was taken to explain and discuss the purposes of videotaping and to draw up policy statements governing its use. The policy statements were as follows:

VIDEOTAPING POLICY AND PROCEDURES

Two videotape cameras, recorders, and monitors will be placed in four EPDA schools according to a schedule to be announced.

POLICY

Each teacher is encouraged to make regular use of the videotape services when they are available.

The primary purpose of the videotaping is teacher self-evaluation.

No videotapes will be shown to anyone without the consent of the teacher.

PROCEDURES

Teachers should request videotaping from any member of the EPDA Staff. Each request should include:

1. Tentative Goals
2. Time for First Videotape
3. Time for Discussion
4. Time for Follow-up Videotape
5. Time for Discussion

Discussions should be scheduled as soon as possible after the videotaping.

2. The Program for Teachers' Aides

The program for the teachers' aides was planned by the program staff after formal planning sessions with teachers and principals and informal discussions of needs and suggestions with teachers' aides. The program was planned as follows:

Program for Teachers' Aides

)ctober 7, 1971	Orientation Pretest #1 Formal and Informal Activities in Teaching Word Recognition Meeting the Needs of Children: Behavioral Problems Question and Exchange Session Assignment: Activities That Develop Speaking and Listening Skills	 Dr. Colin Dunkeld Mrs. Margaret Jones
lovember 11, 1971	Spoken Language Reviewing the Steps in a Reading Lesson: Teaching Comprehension Silent and Oral Reading Question and Exchange Session Presentation of Activities That Develop Speaking and Listening	 Dr. Colin Dunkeld Mrs. Margaret Jones
ecember 9, 1971	Written Language Using the Sounds of Language and Owl Books Question and Exchange Session Assignment: Examples of Children's Written Language	 Mrs. Jean Bolos Mrs. Margaret Jones Due - January 13, 1972
anuary 13, 1972	Post-test #1 and Pretest #2 Creative Dramatics Question and Exchange Session Examples of Children's Written Language	 Mrs. Margaret Jones Aides
ebruary 10, 1972	Choral Speaking Question and Exchange Session Assignment: "My Favorite Story to Read or Tell to Children" Reading Readiness Activities	Mrs. Margaret Jones Due March 9, 1972 Mrs. Jean Bolos, Dr. Colin Dunkeld
arch 9, 1972	Reading Aloud to Children Film: Authors and Illustrators Question and Exchange Session "My Favorite Story to Read or Tell to Children"	Dr. Vera Petersen Mrs. Margaret Jones Aides

April 13, 1972	Getting Excited About Books Using Literature Packets Questions and Exchange Session Review	Mr. James Bow Mrs. Margaret Jones
May 11, 1972	Poetry in the Elementary Classroom Questions and Exchange Session Post Test #2	Miss Marian Zollinger Mrs. Margaret Jones

Objectives of the Aide's Program

Winter

1. Be able to describe three or four examples of typical behavior problems an aide is likely to encounter.
2. For each behavior problem listed, be able to make two or three suggestions for meeting the problem in a constructive way.
3. Be able to state three or four actions of a teacher which encourage children to speak confidently.
4. Be able to make three or four suggestions a teacher can use to encourage good listening habits in a group.
5. In using a lesson from a basal reader, be able to state six steps before asking children to read aloud.
6. Be able to make three suggestions for helping a child when he does not know a word.
7. Be able to state two or three guidelines for children's oral reading.
8. Be able to state four or five activities which give children an opportunity to read aloud for a purpose.
9. Be able to describe four or five activities in which children can use a tape recorder for oral reading.

10. Be able to list four or five ways of encouraging children to write.

Spring

1. The aides will be able to name a number of stories they have ready to read aloud to children.
2. The aides will be able to describe:
   a. Ways of introducing a story.
   b. Suggestions for reading a story aloud.
   c. What to do at the end of a story.
3. The aides will be able to name a number of poetry books to have on hand for use with children.
4. The aides will be able to describe ways of increasing children's interest in listening to and making up poems.
5. The aides will be able to describe a number of stories suitable for creative dramatics.
6. The aides will be able to describe a sequence of activities for creative dramatics moving from very simple to fully developed presentations.

3. The Program for Parents

The program for parents was planned and implemented by the director of the parent program. He called upon other members of the staff for some of the workshop sessions and arranged for some supervisory assistance to be given to the parents in their voluntary work in the schools. In general the topics taken up in the parent's program were planned to acquaint parents with the materials for teaching reading in the first four grades and to give them opportunities to ask questions arising from their responsibilities in the program. Topics were developed as follows:

1. The reading materials available in the Portland Public Schools, grades 1-4.
2. Reading readiness materials and how to use them.
3. Supplementary materials and how to use them.
4. How a teacher chooses books for children's reading instruction.
5. How a teacher chooses books for a child's recreational reading.
6. Helping a child pronounce words.
7. Helping a child understand what he reads.
8. Helping a child learn to spell.
9. How a child's language, listening habits, and vocabulary affect his reading.
10. How a parent can help to develop a child's interest in reading.
11. Counselling principles that are useful for a person tutoring a child.
12. Suggestions for dealing with some special problems, e.g. building a sight vocabulary, developing motor skills, developing visual perception, developing auditory perception.

Generous time allowances were set to give parents time to examine materials carefully, plan for their work with children, and ask questions arising from their experiences with children. In response to a major finding of the first year program, on-the-spot supervision and assistance was given periodically to parents carrying out voluntary work in classrooms.

The objectives for the Parents' Program were as follows:

1. Parents will gain a knowledge, interest, and understanding of the beginning reading instructional program in the public schools.
2. Parents will understand the importance of home environment in developing attitudes towards reading.
3. Parents will learn basic skills in teaching children to pronounce words and understand what they read so that they may work as volunteer tutors in their schools.
4. Parents will experience, discuss, and learn how to help children who have been identified as having problems in the following areas:
   a. sight vocabulary
   b. motor skills
   c. visual perception
   d. auditory perception
   e. vocabulary
5. Parents will develop an understanding of the task of the classroom teacher in teaching all children to read to their potential.
6. Parents will work with individual children and small groups of children to assist the teachers in their classrooms.

4. The Principals' Seminar

At a meeting of the principals of the four EPDA program schools towards the end of the first year, the principals asked to be kept in closer touch with the content of the teachers' program and in particular asked for information about:

1. The basic competencies of a reading teacher.
2. Reading readiness activities for disadvantaged children.
3. Increasing parent interest and participation in the school reading program.
4. Evaluation of reading teachers, of reading materials, of children's progress, and of the school's reading program.

It was therefore decided to conduct a seminar for principals on the above topics on the first Friday of each month from October through March. The major objectives of the program were:

1. To keep the principals informed about the content of the teacher's program.
2. To provide them with information for the organization, administration, and evaluation of the reading programs in their schools.

Four nationally known consultants each spent one day observing, demonstrating, and consulting with principals on site in program schools, and spent the following day in lecture-discussion and conducting workshop activities in the principals' seminars in the morning and at the teachers' meeting in the afternoon. The associate director of the program conducted two sessions primarily designed to

inform the principals about the work with the teachers.

The schedule was as follows:

October 1	The Basic Competencies of a Reading Teacher Consultant: Dr. William R. Powell, University of Illinois
November 5	Basic Diagnostic Techniques and Estimating Expected Levels of Reading Achievement Dr. Colin Dunkeld, Portland State University
December 3	Enlisting Parents Cooperation in the School Reading Program Consultant: Dr. Mildred B. Smith, Flint Public Schools, Flint, Michigan
January 7	Reading Readiness Programs for the Disadvantaged Consultant: Dr. Jo M. Stanchfield, Occidental University
February 4	Evaluating the School Reading Program Consultant: Dr. Carl B. Smith, University of Indiana
March 3	Classroom Organization and Management for the Teaching of Reading Dr. Colin Dunkeld, Portland State University

5. The Preparation of In-Service Leaders

During the winter quarter, those teachers who had participated in both years of the EPDA program were asked to develop a speciality from the array of competencies developed during the program. They were asked to prepare a formal presentation of a topic of value to a classroom teacher. The presentation could take the form of a talk, lecture-discussion, demonstration, or workshop activity. In preparation, the teachers were asked to draw upon and make use of available teaching materials, background readings and scholarly treatments of their topic, and their own practical experience. EPDA staff members then made contacts on behalf of teachers or encouraged teachers to

make their own contacts for making their presentations to groups of interested teachers or parents requesting information on those topics. Where requests were not obtained from neighborhood schools, or professional groups, arrangements were made for teachers to give their presentations to other EPDA teachers during workshop sessions of the regular program.

Staff members assisted the teachers in the preparation of their presentations and selection of appropriate materials. Following the presentations, observations were discussed and guidelines drawn up for working with in-service groups.

The following presentations were made:

A. Presentations Made to Other Schools and Professional Groups

1. What is the EPDA Reading Program?
   Presented to Professional Sorority Meeting.
2. Readability: Assessing the Difficulty of Reading Texts.
   Presented to the staff of an intermediate school, grades 4-8.
3. Use of the Roswell-Chall Diagnostic Reading Test.
   Presented to the staff of an elementary school.
4. Use of the Wepman Auditory Discrimination Test. Presented to the staff of an elementary school.
5. Teacher-made Informal Reading Inventories. Presented to the staff of an elementary school.
6. Language Activities for Slow Learners.
7. Setting Up and Using Interest Areas in an Elementary Classroom.

8. Administering and Interpreting an Informal Reading Inventory. Workshop sessions conducted by two EPDA participants for the five teachers who were new to the second year of the EPDA program.

B. Presentations Made to Parents

1. A Teacher's View of the EPDA Reading Program in This School. Presented to a P.T.A. meeting of one of the EPDA schools.
2. Five teachers made detailed presentations of their reading program to the parents of the children in their classes.

C. Presentations Made to Workshops Within the EPDA Program

1. Implementing an Individualized Reading Program in the Fourth Grade.
2. Creative Writing for Fourth Grade Children.
3. Using Contracts in a Fourth Grade Reading and Language Arts Program.
4. The Operation of a School Reading Center.
5. Teaching Reading Comprehension to Third Grade Children.
6. The Use of the Peabody Picture Vocabulary Test.
7. Using Children's Books for Language and Listening in Grade One.
8. Using Children's Books for Language and Listening in Grade Two.
9. Using Children's Books for Language and Listening in Grade Three.
10. Activities for Developing the Visual Perception of First Grade Children.
11. Reading Games for Independent Activities in a First Grade Classroom.
12. The Use of the Harris-Goodenough Draw-a-Man Test.

13. Word-Recognition Activities for Slow Learners in the Primary Grades.
14. Creative Writing for Second Grade Children.
15. Producing a Play from a Basal Reader Story with Second Grade Children.
16. Some Good Poems for Second Grade Children.

6. The Collection of Materials for the Reading Center at Portland State University.

Throughout the year, commercial teaching materials and published texts were purchased as they were needed for use in the schools. In addition, staff members and participants in the program produced handouts and instructional aides for use in lecture-discussion and workshop sessions. During Winter and Spring quarters videotapes of teaching incidents were obtained and color slides of school and classroom reading and language arts activities were taken. When not in use, all of these materials were kept on shelves and in cabinets in a small store room. Towards the end of the second year program a Learning Materials Center was established within the School of Education at Portland State University. As materials purchased or produced for use in the EPDA program were returned to the university, they were catalogued by the Learning Materials Center staff and displayed, maintained and serviced in the Center. An extensive file of instructional materials catalogs and a file of test catalogs was also turned over to the Learning Materials Center Staff. These items have been supplemented from many other sources. Together with a test collection and collection of instructional

handouts kept in the Reading Center Office, these items constitute the materials collection of the Reading Center.

7. Cooperation Between a University and a Public School System.

The many procedures of this program would have been impossible without implicit and explicit cooperation between many individuals at and within various levels of the hierarchical structures of the organizations involved.

At the policy level, it was necessary for both the university and the public school system to examine the extent to which the program goals and projected procedures were compatible with the goals of the public system as a whole. This required cooperation between the project director and representatives of the public school system.

At the administrative level, it was essential for the program to be realistic in scope and to operate within the normal constraints of each school's operation. Also it was essential for the program activities to be facilitated and supported within each building. This required open communications between the school principals and the program planners, an understanding by the program staff of the place of the program within each school, and an acceptance of program goals by the building principals. Additionally, many exchanges of information, primarily demographic information, took place between the administrative personnel of both institutions.

At the operational level it was essential for program staff to understand each teacher's total role, to recognize what demands the program was making of teacher's time and energy, and to keep those demands within reasonable bounds. At the same time, in order to benefit from the training program, it was essential for teachers to complete certain learning activities and implement suggestions in their classrooms. This required cooperation between staff members and teachers and amongst teachers within their own buildings.

8. An In-Service Training Model

The availability of EPDA funds to the Portland Reading Program made possible the design and implementation of an in-service training model which would have been beyond the financial capabilities of either the public school system or the university, given the existing priorities within each institution. It may well be that any intensive, effective, in-service program will be expensive. In this case, the provision of released time, the intensive supervision, plus the administrative costs of designing, implementing, and evaluating an innovative program were particularly expensive items. Without adding to the costs even further by adding to the amount of data to be collected and analyzed, the project staff systematically took time to examine the model in operation, specifically with regard to the costs and effectiveness of each of its programs. When the project was complete, the staff designed and provided cost estimates for two possible in-service training models for staff development based upon their experiences of this program. Those models are described in the Evaluation section of this report.

IV. Evaluation

Systematic evaluations of all program activities were planned and carried out throughout the year. An Evaluation Schedule is presented in Table 6. Specific behavioral and process objectives were described for each of the eight major descriptive objectives of the program, criteria were set, and appropriate evidence and data were collected. They are presented as follows:

Objective #1 : Teachers

To improve the skills of reading teachers in four inner city schools.

A. Paper and Pencil Tests of Teachers' Knowledge

Pre and post tests of teachers' knowledge were given for the fall and winter quarters. The pre-tests were used diagnostically to assist the staff in planning program activities.

After each pre -test, the instructional staff read through the entire set of papers and noted instructional needs, but made no attempt to tally individual scores. Pre-tests were then filed until the post-tests had also been given. At this time the two graduate assistant staff members examined all pre and post tests answers. For each question they made a master list of all of the answers that had been given without indicating whether these answers had appeared on pre or post tests. The members of the instructional staff indicated which of the answers on the master list were acceptable and which were not. They also established criteria for both individual and group performance, for example, 80% of the teachers will make 3 appropriate suggestions for enlisting parent help. Using this corrected master list and its criteria, the graduate assistants reexamined each test and tallied

Table 6

Evaluation Schedule

Objective Evaluated	Instrument Used	Pre-Test	Post-Test
A. Teacher's Knowledge	a. Paper and Pencil Tests	Beginning of Fall and Winter Quarters	End of Fall and Winter Quarters
	b. Written Assignments	Beginning of Winter and Spring Quarters	End of Winter and Spring Quarters
B. Teacher's Classroom Performance	a. Observational Schedules and Interview	September	April
	b. Supervisor's Records	Throughout the year	
C. Teacher's Perceptions	Questionnaire	None	May
A. Aide's Knowledge	Paper and Pencil Tests	Beginning of Fall and Winter Quarters	End of Fall and Winter Quarters
B. Aide's Performance	a. Supervisor's Records	None	March
	b. Teacher's Logs of Aide's Activities	None	January, March and May
A. Parent's Knowledge	Paper and Pencil Tests	Beginning of Fall, Winter and Spring Quarters	End of Fall, Winter and Spring Quarters
B. Parent's Performance	a. Teacher's Logs of Parent's Activities	None	January, March and April
	b. Supervisor's Records	None	March
	c. Critical Incidents Reported by Principals	None	February, March and April
. Principal's Information	Questionnaire	October, January Feburary	March
In-Service Leaders	Questionnaire	None	After Each Presentation
. Establishment of Reading Center	Inventories of Materials	September	June

and recorded the scores for each pre and post test item.

The specific objectives concerning teacher knowledge and the pre and post test scores are presented and discussed as follows.

Fall Quarter: Reading and Language Activities in Informal Classrooms

Item 1

Making Children Interested in Reading

Criteria: 80% of the teachers will make four suggestions for making their reading program interesting to children. One point awarded per acceptable suggestion.

Results:

Pre-Test. N = 40

Total points = 212

Mean = 5.30

40 teachers made 2 or more suggestions

33 teachers made 4 or more suggestions

4 teachers made 8 or more suggestions

Item 2

Making Children Interested in Writing

Criteria: 80% of the teachers will make four suggestions for making their writing program interesting to children. One point awarded per acceptable suggestion.

Results:

Pre-Test. N = 40

Total points = 178

Mean = 4.45

3 teachers made 0 suggestions

3 teachers made 1 suggestion

4 teachers made 2 suggestions

2 teachers made 3 suggestions

28 teachers made 4 or more suggestions

Discussion: The criteria for item 1 were surpassed on the pre-test and the criteria for item 2 were almost met on the pre-test before any instructional time was devoted to either of these items. These items had been included because they had been requested by teachers. It was clear from their request that creating interest in reading and writing was a problem. It was also clear that most teachers were able to make suggestions for dealing with the problem. This condition was discussed with the teachers and the concensus was as follows:

a. It is important for a teacher to have specific suggestions.
b. Even armed with good suggestions, it is difficult within the bounds of a classroom for a teacher to create an interest in reading and writing for all children.
c. It is important for teachers to know that other teachers have the problem.
d. A teacher should not expect 100% success but must keep trying and constantly look for encouraging signs.

The teachers exchanged ideas with each other. No other instructional time was set aside for these items and no post tests were given.

Item 3

Silberman's Criticisms

Criteria: 80% of the teachers will state 3 of Silberman's major criticisms.

One point for each criticism correctly stated.

Results:

Pre-test N = 40

Total points = 9

Mean = 0.225

33 teachers stated 0

5 teachers stated 1

2 teachers stated 2

Post-test N = 40

Total points = 215

Mean = 5.375

1 teacher stated 3

39 teachers stated 4 or more

5 teachers stated 8

The criteria were met. *

Item 4

Silberman's Proposals

Criteria: 80% of the teachers will state 3 of Silberman's major proposals.

One point per proposal correctly stated.

* indicates $p > .05$ one-tailed.

Results:

Pre-test: N = 40

Total points = 31

Mean = 0.775

27 teachers made 0

2 teachers made 1

5 teachers made 2

6 teachers made 3 or more

Post-test: N = 40

Total points = 194

Mean = 4.85

40 teachers made 3 or more

11 teachers made 6 or more

The criteria were met.*

Item 6

The Roles of Teachers in Informal and Traditional Classrooms

Criteria: 80% of the teachers will state the essential difference as perceived by Silberman.

Results:

Pre-test. N = 40

2 teachers stated the difference

38 teachers did not

Post test. N = 40

37 teachers stated the difference

3 teachers did not.

The criteria were met. *

Item 7

The Major Difference Between Contemporary British Informal Schools and American Progressive Schools.

Criteria: 80% of the teachers will state the essential difference as perceived by Silberman.

Results:

Pre-test. N = 40

2 teachers stated the difference

38 teachers did not

Post-test. N = 40

37 teachers stated the difference

3 teachers did not.

The criteria were met. *

Item 8

The Major Historical Contributors to the Trend Towards Informal Schools.

Criteria: Given 6 names, 80% of the teachers will be able to identify 4 of them and describe at least 4 contributions of the group to informal schools.

a) One point per correct identification statement.

b) One point per correctly associated contribution.

Results:

Pre-test. a) N = 40

Total points = 11

Mean = .275

31 teachers identified 0

7 teachers identified 1

2 teachers identified 2

b) N = 40

Total points = 344

Mean = 8.60

39 teachers described 4

14 teachers described 10 or more

Criteria were met. *

Item 9

Studies of Informal Classrooms.

Criteria: a) 80% of the teachers will describe the findings of 3 objective studies of informal classrooms.

b) 80% of the teachers will state implications of those studies for their own classroom practices according to their goals.

Results:

Pre-Test. 3 teachers cited objective studies of informal classrooms. 3 teachers cited informed opinions.

2 teachers stated implications of those studies for their own classroom practice.

Discussion: No post-test was given. Though the procedures and findings of three studies were presented and discussed in class, the instructional staff did not consider this to be sufficient treatment of the topic and the teachers did not have ready access to appropriate readings. The item was therefore omitted.

Item 10

Enlisting Parental Assistance

Criteria: 80% of the teachers will make 3 specific suggestions for enlisting parent help for the reading program.

One point per acceptable suggestion.

Results:

Pre-test. N = 40

Total points = 114

Mean = 2.85

19 teachers made 3 or more suggestions

Post test. N = 40

Total points 142

Mean = 3.55

35 teachers made 3 or more suggestions.

* The criteria were met.

Item 11

Parent Assistance with Reading at Home

Criteria: 80% of the teachers will make 6 specific suggestions for parents for helping their child learn to read at home.

One point per acceptable suggestion.

Results:

Pre-test. N = 40

Total points = 295

Mean = 7.375

31 teachers made 6 or more suggestions

Post-test. N = 39

Total = 318

Mean = 8.15

34 teachers made 6 or more suggestions.

The criteria were met.

Winter Quarter: Diagnosing and Correcting Individual Reading Difficulties.

Item 1

Knowledge of Efficient Diagnostic Procedures.

Criteria: 80% of the teachers will describe in an appropriate sequence six stages or elements in a diagnostic procedure.

One point for each step in an appropriate sequence.

Specific Question: Given an elementary school child with a possible reading difficulty, describe in detail a sequence of steps you would take in order to determine the existence and extent of the difficulty and to make appropriate recommendations for correction.

Name and describe the tests or other instruments you would make use of at each stage.

Results.

Pre-test N = 34

Total points = 214

Mean = 6.29

19 teachers described 6 or more steps in sequence.

Post-test N = 31

Total points = 324

Mean = 10.45

31 teachers described 6 or more steps in sequence.

The criteria were met.*

Item 2

Practical Suggestions for Individualizing Reading

Criteria: 80% of the teachers will make 5 or more specific practical suggestions for individualizing a reading program.

One point for each appropriate suggestion.

Results.

Pre-test N = 32

Total points = 99

Mean = 3.09

6 teachers made 5 or more appropriate suggestions

Post-test N = 31

Total points = 177

Mean = 5.70

21 teachers made 5 or more appropriate suggestions.

The criteria were not met. *

B. Process Objectives

Fall Quarter: Reading and Language Activities in Informal Classrooms.

Item 1

Teachers Reactions to Studies of Informal Classrooms

Criteria: 80% of the teachers will write a minimum of one page making at least three correct statements about informal classrooms and their critical reactions to those statements.

No pre test was given.

Results. N = 40

37 teachers wrote acceptable statements according to the criteria.

Item 2

Teachers' Experiences of Informal Teaching

Criteria: 80% of the teachers will write a minimum of one page accurately describing three teacher actions in informal classrooms and describing their own experiences with them.

Results: N = 40

37 teachers wrote acceptable statements according to the criteria. Three failed to submit a writing.

One recurrent comment was that teachers had not known the extent to which they were already making use of the procedures of informal classrooms. Now that they knew what informal classrooms were like, they no longer felt insecure. Another comment was that the program's treatment of informal classrooms had caused teachers to observe children's performances much more closely, ascertain their interests, accept their suggestions, and allow them to initiate many more classroom activities. The teachers stated that they had high or even higher expectations about the quality and amount of children's work. They were less inclined to maintain the rigidity of the traditional schedule and more inclined to make use of temporary skills groupings as and when needed in all subjects within longer time periods. They did not equate informal classrooms with a laissez-faire attitude, a lack of teacher direction, or low standards of work.

Fall Quarter: Diagnosing and Correcting Reading Difficulties

Item 1

Videotapes of Remedial Techniques

Criteria: This was a process objective designed to acquaint teachers with one possible use of videotape. Five videotapes from another program were viewed and discussed but technical flaws in the audio channel limited their value. A near unanimous unanticipated response by the teachers was, "We can do better than that." The tapes therefore, though far from exemplary, gave teachers confidence and thereby served a useful purpose.

Item 2

Lecture Discussion

Criteria: These were process ojbectives designed to provide teachers with information and suggestions for teaching reading readiness, for evaluating their reading program, and for diagnosing a child's reading difficulty, prescribing and implementing appropriate instruction, and writing a formal report. The lecture-discussions were conducted as planned. No measures of their effectiveness were collected.

Item 3

A Diagnostic Case Study

Criteria: Each teacher will complete a diagnostic reading case study of one child containing the following items:

the Evaluation section of this report.

a. Interpretations of both standardized and informal measurements of the child's reading achievement.

b. An indication of instructional and independent reading levels.

c. Interpretation of a diagnostic reading test.

d. An indication of specific needs in word-recognition, comprehension, and oral reading.

e. Interpretation of an auditory discrimination test.

f. Interpretation of an interest inventory.

g. Tentative recommendations for instruction.

h. Accounts and examples of work done.

i. An estimate of the child's reading potential obtained by means of an approved method (Bond or Cleland formula. or comparison with listening comprehension).

Results: Each teacher turned in a completed case study meeting all of the essential criteria. While the quality and extent of the interpretation and recommendations varied considerably, each report indicated a grasp of orderly diagnostic procedures.

In summary, out of 15 objectives concerning teacher knowledge, 12 were obtained, 2 were almost reached, and 1 was dropped because of insufficient time. In addition, the program planned and carried out five activities, or process objectives, regarded as desirable experiences in their own right without reference to observable or measurable results. The total results clearly indicate meaningful gains in teacher knowledge of informal classrooms, diagnostic procedures, and individualized reading programs.

C. Observations of Teachers' Performances in Classrooms and Results of Interviews.

At the beginning and the end of the year, the evaluation assistants visited each teacher's classroom,by appointment, made an observation of a reading lesson, and completed an interview with each teacher. Two workshop sessions were conducted for the observers in which classroom events were described and criteria for each of the observations were specified. Practice examples were presented and discussed. As an additional check on objectivity and inter-rater reliability, the observers visited two classrooms together, made independent observations and, after the observation, compared their results. Concerning the occurence or non-occurence of each of the clearly defined, specified events of a reading lesson, the two observers working independently were in perfect agreement in the two classrooms which they visited together. They agreed closely and were never further than two points apart, of fourteen classroom characteristics they rated on a seven point rating scale. This sample was too small for a meaningful reliability coefficient to be computed. The high agreement noted in these informal comparisons was accepted as a sufficient indication of inter-rater reliability for the purposes of this study.

The Observation Record Sheet, the Selected Classroom Characteristics Rating Scale, and the Selected Teaching Practices Interview Questionnaires 1 and 2 are reproduced in Appendix A.

The results of those observations and interviews in relation to program objectives are discussed below.

Item 1

Individualizing Instruction

One of the greatest organizational problems that teachers face is that of reconciling the need to provide as much individualized help as possible with the equally important need to distribute teaching time fairly and economically. One traditional solution has been to make use of a pattern of semi-permanent groups for reading chosen on the basis of similar overall measures of reading achievement. While this system has the advantages of orderliness, manageability, and systematic teaching and does much to meet individual needs, in some cases it creates invidious distinctions between groups and may well contribute towards poor self-esteem among members of the lower group. These disadvantages are not a necessary corollary of a semi-permanent grouping plan. Properly managed, the plan enables each child to perceive that he is receiving help where he needs it and is gaining skill. Nevertheless, the criticism of semi permanent groups is a fair one because some teachers emphasize current standing at any given time rather than individual effort and progress over a period of time.

Another solution has been to set up an individualized reading program. While some individualized programs avoid some of the problems of a semi-permanent group, they can become very hard to manage. Many children read superficially without planned and thorough attention to either word recognition or comprehension, and the teacher rarely has as much time as she needs to spend with individuals most in need of her help.

The position taken in the EPDA program was that semi-permanent groups were acceptable as long as childrens' self esteem was not being impaired and as long as individual needs were being met. Otherwise a system of

temporary groupings around common instructional needs or interests was preferred. Whatever plan they adopted, teachers were asked to pay regular and systematic attention to the development of individual children's reading habits and skills, to allow for individual choice and planned discussions of independent reading, to provide some opportunities for group sharing and discussion of of common readings. The program anticipated that by the end of the year the teacher would be making more use of temporary groups as part of an individualized reading program and making less use of a pattern of semi-permanent groups.

Results of observations were as follows:

1. The numbers of examples of whole class teaching observed were:
   In the pre-observation: eight examples
   In the post-obersvation: six examples
2. The number of examples of small group teaching were:
   In the pre-observation: 32 examples
   In the post-observation: 29 examples
3. The average sizes of the groups observed were:
   In the pre-observation: 7.0 children
   In the post-observation: 7.1 children
4. The organizational plans observed were:
   In the pre-observation: semi-permanent groups 27
   temporary groups 6
   not clear 4
   In the post observation: semi permanent groups 16
   temporary groups 12
   not clear 5

5. The number of examples of a single-track individualized program (i.e. only rate is individualized, each child follows the same program)

   In the pre-observation: 4 examples

   In the post-observation: 9 examples

6. The number of examples of open individualized program (i.e. child exercises some choice over reading materials used for instruction).

   In the pre-observation: 2 examples

   In the post-observation: 3 examples

7. The percentage of children not in a semi permanent group.

   In the pre-observation: Six classrooms had children in temporary skills groups. The percentages of children in these groups ranged from 50% to 100%, with a mean of approximately 80%. One class had 100% of the children in the plan.

   In the post-observation: Twelve classrooms had children in temporary skills groups. The percentage of children in these groups ranged from 20% to 100% with a mean of approximately 70%. Three classes had 100% of the children in this plan.

Interpretation

Teachers continued to make use of whole class and small group organizational plans at the beginning and at the end of the program. Seven was the average number in each group throughout. Whereas only six teachers were making use of a temporary grouping plan at the beginning of the year, twelve were using it by the end of the year. Only one teacher at the beginning of the year and three at the

end of the year had their entire class in a temporary grouping plan.

Item 2

Elements of a Reading Lesson

Regardless of a teacher's overall organizational plan, semi-permanent or temporary group, the program emphasized the importance of systematic group discussions of a common reading. The main purpose of this emphasis was to insure that comprehension skills were systematically developed and that comprehension was regarded as incomplete, personal, and selective in nature, dependent upon an individual's background information and the purposes he brought with him. To this end systematic steps in the preparation of a common reading passage were described, and teachers were trained in their use in the first year of the program. Though scant instructional attention was paid to them in the second year of the program, a major objective of the program was that the skills would be maintained.

The results of the pre and post observations in the classrooms are summarized in Table 7. A word of explanation is necessary. The observers made appointments with teachers to see a "typical reading lesson". It was known in advance that not all of the recommended steps would necessarily be observed in a single session. The table records under events the number of times the particular lesson element was actually observed in the course of observing 40 reading lessons during the period of pre-observation and 37 reading lessons during the period of post-observations. The table records under opportunities, the number of times that the particular element should have been observed if the teacher had been following all of the recommended procedures.

Table 7

Pre and Post Observations of Elements of a Reading Lesson

Lesson Element	Pre-Observation		Post-Observation	
	Events	Opportunities	Events	Opportunities
1. Motivation was Apparent	21	32	24	33
2. Background was Discussed	8	31	10	29
3. Vocabulary Presented	32	37	23	30
a. Presented Orally	27	37	20	30
b. Presented Visually	28	37	22	30
c. Presented in a Pattern	17	37	7	30
d. Presented in Context	11	37	11	30
e. Meanings Explained	12	37	13	30
f. Pronunciation Drilled	14	37	5	30
4. Guidance was Given	27	37	24	30
a. Amount Stated	19	37	20	30
b. Manner Stated	12	37	16	30
5. Purposes were Given	14	37	12	30
6. Silent Reading Occurred	22	36	18	30
a. Silent Reading Preceded Oral Reading	20	36	14	30
b. Oral Reading Preceded Silent Reading	16	36	16	30
7. Discussion Occurred	20	38	22	35
a. Literal Question	16	38	19	35
b. Inferential or Evaluative Questions	13	38	16	35
8. Oral Reading Occurred	32	36	28	30
a. Routinely	20	36	17	30
b. With Purpose	13	36	20	30
c. With Good Expression	5	36	9	30
9. Skills Were Taught	24	37	16	34
a. Oral Exercise	22	37	12	34
b. Written Exercise	24	37	16	34

Table 7

(continued)

Lesson Element	Pre-Observation		Post-Observation	
	Events	Opportunities	Events	Opportunities
10. Difficulty of Skill Exercise				
a. Too Easy	0	31	0	30
b. Appropriate	29	31	30	30
c. Too Hard	2	31	0	30
11. Directions Were Given	36	37	33	34
12. Transfer Activities Were Included	13	35	11	30

Interpretation.

The table indicates that teaching practices for the most part were very consistent from the beginning to the end of the year. Among changes that were notable were a reduction in the amount of vocabulary drill preceding lessons, an increase in the setting of purposes before reading and an increased emphasis on reading with a good expression. All of these are considered desireable changes. There was also a noticeable drop in the number of times vocabulary was presented in patterns. This is unexplained and is not necessarily an undesireable change. The teachers as a group do well in presenting vocabulary before a reading, in including some oral reading in the lesson, in giving directions for skill activities and in selecting skill activities at an appropriate level of difficulty. They do not pay

sufficient attention to the discussion of background, the explanation of word meanings, and the development of purposes before reading. They accept oral reading too routinely without expecting good oral expression and they ask too few inferential and evaluative questions.

For the most part, the observations indicated that the skills learned during the previous year were being maintained consistently. The teachers were particularly good at selecting reading materials and skill exercises at an appropriate level of difficulty, and at giving directions for skills practices.

Item 3

Choice of Reading Materials and Independent Reading Activities

A major expectation of the program was that teachers would make appropriate selections of reading materials in terms of children's development of reading skill, and that they would use a variety of appropriate materials and activities for children working independently. It was also anticipated as a result of the study of informal classrooms that teachers would encourage more initiative and responsibility from children and tolerate more childrens' movement in the classroom and working noise. The program did not expect these changes to be purchased at the price of a lack of attentiveness to task, discourtesy, or a disorderly room. Information on these items was collected by means of a rating scale completed by the observer during each pre and post observation, and by an interview schedule completed for each teacher after each of the observations.

The results are shown in Table 8.

Table 8

Selected Classroom Characteristics Rating Scale

Characteristics Observed	Pre Observation				Post Observation			
	N	Range	Mean	Mode	N	Range	Mean	Mode
Who is Teacher With? 1 = Whole Class 7 = Individuals	38	1-7	4.08	4	38	1-7	4.14	4
Variety of Materials 1 = Whole Class Same 7 = Each Child Different	38	1-7	4.08	4	35	1-7	3.43	1
Variety of Activities 1 = Whole Class Same 7 = Each Child Different	39	1-7	2.93	1	35	1-7	3.00	2
Activities Related to Reading 1 = All Are Reading 7 = None Are Reading	40	1-7	2.52	1	35	1-6	2.66	1,2
Who Initiates Activities 1 = Teacher Entirely 7 = Children Entirely	26	1-7	1.92	1	32	1-7	2.50	3
Who Directs and Sustains 1 = Teacher Entirely 7 = Children Entirely	39	1-7	2.92	1	35	1-7	4 17	3
Interest, Attention of Children 1 = Absorbed 7 = Distracted	39	1-7	3.28	2	34	1-7	2.80	2
Teacher Control a. 1 = Firm 7 = Lax	38	1-6	3.10	4	33	1-6	3.60	2,4,6
b. 1 = Obvious 7 = Unobtrusive	39	1-7	4.10	4	33	1-7	4.09	6
Children's Movement 1 = None 7 = Much	39	1-7	3.66	4	34	1-7	3.50	4
Noise 1 = Very Quiet 7 = Very Noisy	39	1-6	3.69	4	34	2-7	3.56	4
Child-Teacher Relationship a. 1 = Tense 7 = At Ease	37	2-7	4.81	4	35	3-7	5.29	4.6
b. 1 = Discourteous 7 = Courteous	39	1-7	4.82	4	35	1-7	4.63	4-6
Appearance of Room 1 = Orderly 7 = Disorderly	39	1-6	2.59	2	35	1-6	2.88	2

It is clear that some classroom characteristics showed little change between September and April. However, a few encouraging changes did take place. More of the independent activities were being initiated by children, and those activities were being sustained by children with less teacher intervention and direction than at the beginning of the year. Teacher-child relationships appeared to observers to be more at ease by year's end. Without some controls, it is not possible to make the inferences that these changes observed were entirely attributable to the EPDA program. They were in the direction predicted by the emphasis upon informal classrooms and temporary skills groups, but they could also be the normally expected result of association and working together of teacher and class over a period of a year. Whatever the cause, the changes noted were not accompanied by undesireable trends in any of the other characteristics observed.

Tables 9 and 10 summarize the results of pre and post interviews with teachers concerning the selection of reading materials and frequency of instructional practices.

Table 9

Selection of Reading Materials: Pre and Post Interviews

Question	Summary of Teacher's Responses	
	Pre-Interview	Post Interview
1. How do you organize your class for reading?		
a. Whole Class	3	1
b. Combination Whole Class and Small Group	6	1
c. Semi Permanent Groups	23	16
d. Temporary Groups	8	19
Totals	40	37
2. Who selects books for reading instruction?		
a. District	18	11
b. Teacher	20	21
c. Teacher and Children	2	4
d. Children	0	0
Totals	40	36
3. Who selects books for independent reading?		
a. Teacher	6	1
b. Teacher and Children	17	13
c. Children	12	21
Totals	35	35
4. Is the level of difficulty important?		
a. Yes	36	34
b. No	1	1
Totals	37	37
5. How do you "match" the book to the child? Answers were too complex to summarize covneniently in a meaningful way. All teachers on both occasions indicated the use of some form of test or observation.		
6. What do you do to help a child with a word he does not know?		
a. Tell him the word	24	21
b. Sound it out	7	11
c. Name the letters	17	13
d. Ask another child	2	2
e. Use context clues	2	1
f. Show him the word pattern	16	16
g. Divide into syllables	5	0
h. Use the dictionary	0	1

Table 9
(continued)

Question	Summary of Teacher's Responses Pre-Interview	Post-Interview
7. What do your children do when working independently?		
a. Read	21	18
b. Write	12	18
c. Listening Center	7	5
d. Workbook, Skill Practice	66	60
e. Work on another subject	6	15
f. Art or Craft	24	21
g. Drama, Dress-up, Plays	0	2
8. How do they know what to do?		
a. Routine or Assigned	34	23
b. Teacher-Student planning	14	35
c. Children choose	6	0
9. What can you do for a child who is not making progress?		
a. Check difficulty of his book	18	13
b. Look for particular difficulty (test, diagnose)	23	56
c. Refer	19	16
d. Look for emotional problem or health problem	2	3
e. See parents	1	1
f. Continue	4	2
g. Counsel	5	3
h. Have another child help him.	0	1
10. What Oral Language Activity do you use?		
a. Oral or Choral Reading	32	28
b. Discussions	38	42
c. Drama	6	18
d. Experience Stories	19	24
e. Show and Tell - Reports	7	6
f. None	1	0
g. Skill Practices - Articulation, Pronunciation Drills, etc.	13	18

The interviews indicate the following changes: a slight increase in the use of temporary skills groups and a decrease in permanent groups for teaching reading; a slight increase in children choosing their own books for independent reading; little change in the teaching of word-recognition; an increase in the use of writing and in the acceptance of work from other subjects during the reading period; increased opportunities for students to take part with teachers in the planning of independent work; an increase in the teacher's conscious employment of diagnostic techniques; and an increased use of drama as an oral language activity.

Table 10

Selected Teaching Methods and Materials Checklist

Question: How often do you make use of the following for teaching reading.

Frequency of Use

Key 5 = Almost daily
4 = Two-three times weekly
3 = Once a week
2 = Two-three times monthly
1 = Occasionally
0 = Never

	Pre-Interview						Post-Interview						
	5	4	3	2	1	0	5	4	3	2	1	0	
1. Learning new words as whole from flashcards, blackboard, or readers	24	4	3	0	3	0	24	7	1	0	2	0	
2. Learning to sound out words from letters and letter combinations	18	7	1	0	4	4	27	4	0	0	2	1	
3. Learning to use context clues.	9	6	5	0	7	7	18	9	2	1	2	2	*
4. Learning to use picture clues.	5	4	5	0	7	7	5	10	4	0	11	4	
5. Noticing similar sounds in words and relating them to the letters.	23	5	1	0	3	2	27	4	1	0	2	0	

Table 10
(continued)

	Question: How often do you make use of the following for teaching reading.	Pre-Interview 5	4	3	2	1	0	Post Interview 5	4	3	2	1	0	
6.	Using the outline shape of the words as a means of recognition.	2	0	1	1	10	20	2	3	0	0	10	19	
7.	Noticing special features like tall letters or double letters as a means of word recognition	3	1	2	1	15	12	4	2	1	0	15	12	
8.	Finding smaller words in longer words	6	5	1	3	12	7	12	8	5	0	7	2	*
9.	Learning to divide words into syllables.	10	4	2	1	4	13	8	17	3	0	3	3	*
10.	Children take turns reading orally from the book.	14	10	3	1	3	3	15	7	2	1	5	4	
11.	Oral reading in answer to questions.	10	7	6	2	7	2	9	14	3	2	4	2	
12.	Oral reading of reports.	1	2	3	1	13	14	0	4	7	1	10	12	
13.	Dramatizations based on reading	0	5	4	2	20	3	0	1	7	5	18	3	
14.	Children describe orally stories read.	5	10	4	4	9	2	5	10	4	3	11	1	
15.	Children evaluate story outcomes.	5	7	4	3	10	5	8	8	7	2	9	0	
16.	Children evaluate story characters.	5	7	4	3	10	5	8	4	5	4	12	1	
17.	Children orally compare stories with own experiences.	5	11	2	3	10	3	9	6	8	6	5	0	
18.	Parents at home are informed about reading program.	0	1	0	6	25	2	0	0	2	4	28	0	
19.	Pictures for Story Ideas.	2	9	5	4	11	3	3	5	7	7	12	0	
20.	Flannelboards for stories.	0	2	2	1	16	13	0	0	0	4	20	14	
21.	Flannelboards for word-recognition	0	1	0	1	9	23	0	1	0	1	7	25	
22.	Creative Drama	2	3	3	3	17	6	0	2	4	5	19	4	
23.	Pupils choose their own topics to study and plan own activities	1	2	2	0	13	16	3	1	3	2	21	4	*
24.	Parents assist in your reading program.	1	2	4	0	7	20	0	6	2	0	10	16	
25.	Integration of language skills development with content areas, e.g. science.	9	8	5	1	7	4	17	3	6	3	3	2	*
26.	Field Trips	0	0	0	2	26	6	0	0	0	2	30	2	
27.	Pupils dictating stories to teachers.	3	4	5	4	15	3	0	3	5	4	20	2	
28.	Traditional literature and poetry.	6	3	2	1	19	3	7	9	4	4	9	1	
29.	Parent-Teacher evaluation conferences.	6	6	4	0	17	1	0	0	1	1	32	0	
30.	Workbooks	11	12	7	0	1	3	12	11	9	0	2	0	
31.	School Library	10	2	15	2	5	0	9	10	14	0	1	0	

Table 10
(Continued)

	Question: How often do you make use of the following for teaching reading?	Pre-Interview 5	4	3	2	1	0	Post-Interview 5	4	3	2	1	0	
32.	Teacher Aides	26	0	0	0	1	7	28	6	0	0	0	0	
33.	Programmed materials	11	2	2	1	4	14	11	4	2	0	10	7	
34.	Oral language activities	20	9	2	0	3	0	24	6	1	0	3	0	
35.	Writing Centers	7	5	3	1	6	12	9	4	3	2	6	10	
36.	Listening Centers	10	6	1	2	7	8	13	5	4	0	8	4	
37.	Other listening activities	18	5	1	2	7	1	15	9	1	1	5	3	
38.	Use of behavioral objectives	21	1	1	1	7	3	24	2	2	0	5	1	
39.	Children's newspapers or magazines	4	3	6	1	7	13	4	2	11	3	8	6	
40.	Linguistic materials	25	4	0	2	3	0	21	6	1	1	3	2	
41.	Phonic materials	12	9	3	0	5	5	18	8	1	2	4	1	
42.	Basal readers	20	3	0	0	3	8	25	2	1	1	2	3	
43.	Individualized reading	11	6	1	1	10	5	21	2	3	1	3	4	*
44.	Multi-ethnic books and/or materials	5	4	2	4	14	5	9	4	4	3	11	3	
45.	Reading stories aloud to students	28	1	1	0	2	2	30	1	0	0	1	2	
46.	Recreational reading time for students	16	9	5	0	2	2	18	11	5	0	0	0	
47.	Show and tell	17	4	5	0	4	4	18	6	5	0	3	2	
48.	Reading groups - fairly stable	23	5	1	0	2	3	24	2	1	1	2	4	
49.	Reading groups - temporary	6	4	2	0	12	10	4	4	1	2	14	9	
50.	Role playing	1	3	3	4	21	2	0	3	4	2	21	4	
51.	Creative writing of poems	0	1	1	2	22	8	1	0	1	7	18	7	
52.	Creative writing of stories, etc.	0	5	8	7	9	5	2	3	6	6	12	5	
53.	Writing reports, letters, etc.	2	5	3	2	13	9	0	3	7	7	10	7	
54.	Recordings	1	5	7	4	10	7	2	3	5	6	12	5	
55.	Tapes (audio)	0	0	5	3	18	8	3	3	5	4	17	2	
56.	Films for reading background	0	4	10	5	10	5	0	1	10	3	18	2	
57.	Pupil-teacher evaluation	6	8	4	6	7	3	9	7	4	4	8	2	
58.	Contemporary literature and poetry	12	7	3	4	6	2	9	7	5	2	10	1	
59.	Games for reading instruction	11	10	4	0	8	1	8	9	6	2	9	0	
60.	Group planning	6	8	3	2	12	3	10	4	7	2	8	3	
61.	Reading poems aloud to children	3	9	6	5	10	1	6	7	7	5	8	1	
62.	Teacher-made dittoes	7	6	9	2	5	5	4	7	8	2	8	5	

Information concerning many teaching practices and materials was collected so that trends, if any, could be discerned, but not all observations necessarily related to program goals.

Figures underlined indicate desireable events compatible with program goals. Totals were tallied. *indicates that the pre and post interview totals from an N of 34 were significantly different ($p > .05$) one-tailed) according to tables of probabilities for the binomial test. (Information supplied by Dr. Q. Clarkson, P.S.U. Statistical Consultant).

Twenty-six of twenty-seven practices observed were consistent with program goals. One changed significantly contrary to program goals. Five changed significantly in the direction of program goals.

The checklist indicates that the frequency of use of most methods and materials changed little from the beginning to the end of the year but some changes were noted as follows: Teachers reported teaching phonics, teaching word-structure, and teaching the use of context clues more frequently at the end of the program. These are all acceptable procedures, however teachers also report making increased use of the technique of "finding little words in big words". While occasional use of this technique may hold interest for some children, it is a potentially misleading practice, and the slight increase in its frequency of use is contrary to program teaching and program goals. Teachers reported increased discussion and evaluation of story outcomes and of story characters towards the end of the year. They also reported more frequent attempts to relate stories to the backgrounds of the children and more frequent teacher-pupil planning sessions concerning independent activities and use of children's time. Examples of almost daily or weekly sustained cooperation between teachers and parents diminished during the program but the number of teachers reporting occasional parent-teacher conferences increased. Teachers reported increased use of attempts to individualize reading instruction but, contrary to program goals and in contrast to the reports on classroom observations, the teachers reported making increased use of fairly stable reading groups by the end of the program.

D. Reports of Classroom Supervision

The supervisors kept extensive records of their work with the teachers. At the end of the year, on the basis of these records, the supervisors wrote a report and made overall estimates of the effectiveness of each teacher. Each teacher's standings at the beginning and the end of the program

were compared with regard to classroom management skills, diagnostic skills, instructional skills, and classroom support facilities. Under management skills came matters of classroom organization, planning, preparation, establishment of effective routine, and communication skills. Diagnostic and instructional skills are self-explanatory terms and deal with the teacher's ability to match and present appropriate learning tasks to each child. Classroom support facilities include the provision of classroom libraries, availability and accessibility of resources and supplies, variety and appropriateness of resources, displays, and orderliness and attractiveness of the classroom. Drawing upon evidence available to them from their detailed records made throughout the year, the supervisors made several statements regarding the effectiveness of the program.

The supervisors noted that changes in instructional techniques, even increased skill in diagnosing difficulties, and changes in classroom organizational plans did not necessarily amount to increased teaching effectiveness. Much depended upon the manner in which the teacher went about her work. Sometimes the changes were implemented routinely without energy, care,or enjoyment, and appeared to have little effect upon children's work or attitudes. Sometimes the changes appeared to excite the teacher and arouse her enthusiasm in such a way that the combination of improved technique and enthusiasm encouraged children into better work and better attitudes.

Teachers know how to make their classrooms rewarding of childrens' efforts, informative and attractive. When they do this, it

is more attributable to lack of effort than lack of knowledge. Diagnostic and instructional skills are another matter. Many teachers do not know what to look for and do not systematically evaluate their teaching decisions or consider alternatives. With realistic training and direct help in the classroom, many learn what to do, but a few still lack the effort to apply their new knowledge.

Classroom management skills appeared to be very closely related to instructional skills and the most difficult to acquire. Some teachers were overly mechanical and prescriptive resulting in dull, sterile classrooms, with compliant, but unenthusiastic, students. Others were lax to the point where student energies were wasted in disruptive or trivial activities, resulting in some immediate gratification but little lasting satisfaction to students. The former teachers were generally confident and well prepared but were unable or unwilling to trust children or encourage student initiative and its attendant risks. The latter teachers either lacked confidence in confronting children, discussing and upholding guidelines, or in some cases were deliberately permissive in the rather vain expectation that this ingredient plus an interesting classroom was all that was needed to arouse and sustain worthwhile children's interests.

The final reports clearly show that many teachers developed competencies appropriate to them, and that almost all teachers were aware of further competencies they needed to develop. Competencies varied considerably from such things as setting up a listening center, selecting an activity to teach auditory discrimination, and teaching a creative writing lesson, to conducting a class planning session. The most common weaknesses remaining at the end of the program were the overuse by some teachers of dull repetitive materials of questionable value, and a failure on the part of many teachers to hold high enough expectations for many

children. Too often children were allowed to get by with superficial work, incomplete work, and poor effort when, in the judgment of the supervisors, higher expectations and demands would have been encouraging and rewarding to the children.

Interestingly enough, neither formal, subject-centered, organizational plans nor informal, child-centered, organizational plans appeared to display superiority in arousing or sustaining children's interests in reading and writing. Good examples and poor examples of both formal subject-centered, and informal, child-centered, organizational plans were observed. The degree of openness or informality is only one of many variables which affect children's attitudes and performance.

Naturally, there were some teachers in the program who were very effective teachers before the program began. In order to consider what effects the program had had upon teachers of differing abilities at the beginning of the program, teachers were rated as very good, good, mediocre, or poor at the beginning and end of the program. Without exception the very good teachers, three in number, accepted the program, increased their range of skills, and continued to teach very effectively. Of eleven teachers rated good, four became very good, mainly by increasing their diagnostic skills and range of teaching activities. Six remained good, while one regressed to mediocre. Her regression was attributed to some differences of opinion with the school administration and the intrusion of outside interests upon preparation time. It amounted to discouragement and a lack of effort, not a lack of knowledge or skill. Of twelve teachers rated mediocre, one became very good as she found the key to classroom management which enabled her to display skills previously crowded out by management difficulties. Eight became good teachers, mainly by virtue of increased

instructional skills and support facilities, but still lacking some of the finer skills of classroom management. Three teachers remained nothing more than mediocre, not really caring about the chance to develop new ideas. Of twelve teachers rated poor, two became good, five improved but were never more than mediocre, and five remained poor. Of the two teachers who moved from poor to good, one was in her first year, the other in her second, and both gained confidence rapidly as they received help. Of those who remained poor, one seemed totally unsuited to teaching, seeming to have very little influence over children's actions either at the beginning or end of the program. Two had personal problems which undoubtedly interferred with their job, and two tended to blame differences of opinion with the school administration for their poor performance. It is clear that teaching effectiveness is as dependent upon attitude as it is upon knowledge, and that knowledge alone does not always improve attitude.

In answer to the question, should the already very good teachers participate in staff development programs, the answer is an unequivocal yes. Not only did they all learn from the program, but their cooperative and constructive attitudes also had a positive influence on other teachers. Additionally, they were important contributors to the program, and in turn extended their own background information and developed leadership skills for future in-service programs.

The final reports turned in by the supervisors document in some detail the above statements. In some cases they tell a very personal story about the development of teaching skill. For that reason sample reports are reproduced in Appendix B.

Supervisors made regular use of videotape from January to May as a tool for the objective analysis of teaching behavior with the emphasis upon developing skills in self-evaluation. All teachers increased their familiarity with videotape by observing and critiquing tapes of teaching episodes borrowed from another program. All were given opportunities to be videotaped, and twenty-seven took advantage of them. Teachers who had already used videotape on previous occasions took advantage of it most often. Somewhat disappointingly, of eleven teachers who had not used videotape prior to the EPDA program, ten chose not to use it on this occasion.

The program staff were alerted to some resistance towards the use of videotape and became interested in the possible effects of videotaping upon teacher's attitudes towards it. Using statements of opinion expressed by the teachers prior to videotaping, a short questionnaire was constructed, administered prior to videotaping in December and after videotaping was complete in May. A summary of group responses to the questionnaire is presented in Table 11.

Table 11

Pre and Post Responses to Videotape Questionnaire

Item	Response Categories	Pre	Post
1. How often have you watched and discussed videotapes of other teachers?	a. never	20	2
	b. 1-5 times	18	25
	c. 6-20 times	1	5
	d. more than 20	1	1
2. Where?	a. college course	13	28
	b. district in-service	3	5
	c. other	6	6
3. How often has your own teaching been videotaped?	a. never	11	10
	b. 1-2 times	8	20
	c. 3-10 times	2	3
	d. more than 10	0	0
4. Where?	a. college course	5	21
	b. district in-service	2	2
	c. other	3	3
5. If your district offered to videotape your teaching how often would you use this service?	a. once a term	4	3
	b. once a year	16	21
	c. never	17	9
6. Videotaping is likely to disturb the routine of the class	a. strongly agree	4	3
	b. agree	21	16
	c. disagree	12	12
	d. strongly disagree	3	0
7. A single videotaping without discussion is:	a. of no value	26	4
	b. of little value	10	11
	c. of some value	4	8
	d. very valuable	0	0
8. Videotaping creates too artificial a situation in the classroom to be useful	a. strongly agree	4	1
	b. agree	18	9
	c. disagree	15	9
	d. strongly disagree	3	4
9. Regular viewing, discussing, setting new goals, will improve teaching performance	a. strongly agree	4	5
	b. agree	21	20
	c. disagree	15	19
	d. strongly disagree	3	4
10. The gains from videotaping are not worth the confusion it causes in the classroom.	a. strongly agree	2	2
	b. agree	16	8
	c. disagree	17	17
	d. strongly disagree	3	5

Table 11
(continued)

Item	Response Categories	Pre	Post
11. The gains from videotaping are not worth the time it takes.	a. strongly agree	3	3
	b. agree	16	7
	c. disagree	14	19
	d. strongly disagree	3	3
12. With practice, a teacher learns to disregard the cameras	a. strongly agree	2	3
	b. agree	23	22
	c. disagree	6	6
	d. strongly disagree	4	0
13. A teacher learns things from videotaping about the responses of her children	a. strongly agree	7	6
	b. agree	27	21
	c. disagree	4	5
	d. strongly disagree	1	0
14. Would you be willing to let other teachers view an interesting videotape of your teaching?	a. yes	20	26
	b. no	20	5

Interpretations of the questionnaire are somewhat hazardous because seven teachers who took the pre-questionnaire did not take the post questionnaire. It was taken anonymously and there was no way of matching post responses with pre responses. Even so a few interesting observations can be made. Item 5 suggests that after having experienced videotaping, teachers would be more willing to make use of it on a regular basis to improve their teaching. Items 6,8, and 10 will suggest that experiences with videotape are likely to bring about an improved attitude towards it. Item 7 suggests that even a single videotaping is likely to be perceived as valuable. On the whole the teachers viewed their videotape experiences positively. A small library of selected videotapes varying in duration from two-minute episodes to a thirty-minute lesson has been set aside for use in appropriate methods and supervision courses.

E. Teacher's Comments

Throughout the program, teachers expressed opinions and made suggestions to the planning committee, and discussions of needs and accomplishments were held periodically with the entire group. At the end of the program teachers were asked to respond to a questionnaire concerning the impact and value of selected activities. Teachers' opinions played a prominent role in the shaping of the program, and their perceptions at the end of the program have implications for future staff development programs. The questionnaire is presented in Appendix A. A discussion and summary of responses is as follows.

During the first quarter the program devoted some time to a study of some contemporary critics of American education and an examination of the theory and practices of open or informal classrooms. The majority of teachers saw this as a valuable part of the program and especially valued a very thorough examination and discussion of the role of the teacher in the informal classroom. Most teachers experimented with this role and employed some of the techniques of group planning and the integrated day. Of thirty-one teachers responding, eleven reported increased interest, better and more purposeful participation in independent activities, a calming effect, and fewer disruptions when children had choices and shared in the planning of the use of their time. None made adverse reports. Five teachers commented upon the importance of the teacher's role as observer and informal diagnostician while children were planning and carrying out their own activities. Five teachers also noted the value of flexible, heterogeneous groupings. Perhaps one of the most beneficial results of the study of the informal classroom was the feeling of relief which many teachers expressed as they became more familiar with its purposes and operation. Sample comments indicated that before studying the

the informal classroom, many teachers mistakenly took it to mean extreme permissiveness and a totally child-centered approach. After a fuller understanding of its goals and the importance of the leadership role of the teacher, many teachers reported quite accurately that they had always made use of informal techniques to a certain extent.

In the first year of the program the teachers learned to administer and interpret informal reading inventories and many of the better known diagnostic tests in reading and related areas. In the second year they completed a very comprehensive diagnostic examination of the reading and language skills of one child in their room. The program staff had some concern that the techniques of individual diagnosis, which are detailed and time-consuming, might be more than the classroom teacher should be expected to handle. The concern was unfounded. The teachers valued the information they had gained from studying and giving diagnostic tests and made many comments which reflected a desireable degree of test sophistication. For example, they made frequent reference to the value of item-analysis and the need to take many factors into consideration in interpreting a child's performance on a test. One teacher summed up the opinions of many about the value of some training in testing when she wrote, "You don't always need to give the tests. Once you know what to look for, you are looking for it all the time."

The teachers uniformly valued workshop sessions on New Books for Children, Plays for the Classroom, Puppets for the Classroom, and Individualizing the Reading Program. Teachers described ways in which ideas from all four workshops had been implemented in classrooms. According to the teachers, the effects of the visits of the national consultants were, in

approximate order:

1. More activities for boys in the primary grades.
2. Greater variety, more skillful use, and a greater appreciation of the specific purposes of many reading readiness activities.
3. More attempts on a school-wide basis to inform parents about ways to help their children in school.
4. Less required memorization of poetry, more encouragement for children to choose the poems they like.

One week, instead of holding class, the program staff made arrangements for teachers to visit a school of their choice. Many chose to visit schools known locally for their innovative programs. All teachers commented on the value of these visits and either described ideas they brought back with them or made a comparison between the classroom they visited and their own room which had provided an insight into their own teaching.

From the teachers' responses, it is doubtful whether much use was made of the faculty-room libraries of professional books provided by the program. A few teachers apparently made much use of the books, but many made little or no use of them. The teachers were asked to state what they had learned and cite specific sources when they could. Many teachers did not respond. Of those that did,many cited those books which had most frequently been used or mentioned in workshop sessions. It is possible that the workshop sessions created more interest in these books than in others,but the conformity of the responses suggests that many teachers were restating ideas discussed in the workshops rather than obtained

by them directly from the books. A small number of teachers mentioned finding a useful teaching technique in a book when they had gone to it as a reference book with a specific purpose in mind. For this reason alone it was probably beneficial to place professional books within easy reach of the teachers, but it is apparent that these teachers as a group did not systematically or frequently turn to professional texts for information.

The Young Author's Happening was valued by the teachers as a means of motivating and rewarding children's creative efforts. The experiences of meeting real authors, seeing their own and other children's work on display, finding their way around a university in session for a morning, participating in creative activities, and receiving a paperback book at the end of the day were all seen by the teachers as valuable. Of thirty-one teachers responding, thirty would like the Happening to become a regular, annual event. However it was not without its problems. Only six children from each classroom could be chosen to come to the Happening and some teachers did not like having to exclude other deserving children. In the rush of activities, not all children in each group were able to read their stories or poems. The idea of the Happening was very well accepted, but the concensus was that it needed a longer, quiet, group-sharing session and should have been open to more children.

When asked to state the greatest values and the greatest difficulties of the EPDA program as a whole, the teachers were in close agreement. Most valuable to them were the variety of resource materials to which they were introduced, the knowledge of the specifics of the teaching of reading which they gained, and the knowledge of tests and diagnostic techniques

available to the classroom teacher. Almost unanimously they agreed that the greatest problem was time to do all the things they wanted to do.

Concerning future in-service programs, the teachers' concensus was that in-service programs are essential if teachers are to remain informed of current trends and keep up to date with new materials. They all agreed that released time was necessary for workshop sessions and that access to expert supervision and demonstration for sustained periods of time when the teacher needed it was always helpful and at times essential, especially to the survival of teachers in their first and second year. Only three teachers thought that an in-service program should last two years, most thought that one year was the optimum time, three thought that six months would be sufficient.

Some sample comments from teachers are as follows:

> A teacher needs to know whether she is doing a good job or not and she needs people to give her ideas.

> I really know what I am doing now when I teach reading. I look much more carefully at the manuals and I know when they fit my objectives and when they don't.

> I thought the program pushed group readings too much in the first year and I dropped my individualized reading program.

> I don't think I would have ever tried an individualized reading program. I wasn't sure what it was. Now I know how to do it when I need it.

The program taught us that it is more important to look at what children are doing than to keep thinking about discipline and order. I am much more tolerant of noise now - well, some kinds of noise, and the children are developing their own ideas, taking responsibilty for their use of time, and doing better work. I still expect the quality of work to be good, but I am much more willing to let children find their own ways of doing it.

In one school, the P.T.A. expressed a strong interest in the EPDA program and asked for information about it. Below is a talk given to the P.T.A. by a first grade teacher who was in the program for the full two years.

EPDA or Education Professional Development Act from the Standpoint of a Participating Teacher.

This project has been federally funded - which means that your local property taxes have not paid for this, and your local school board is not responsible for the program. It means that your federal income taxes have paid for this program. They have paid for our substitutes while we have attended classes, and, of course, they have paid for the teaching personnel who have been working with us at Portland State University.

It has been a two year program for us. The other 3 EPDA programs ended after one year and our funding was considerably reduced, resulting in a half day program at the University instead of a full day program. The summer session was also deleted. The overall purpose of the program has been not only to help the individual teachers involved to become better teachers and to have a more complete idea of their purpose and direction in teaching language arts, but to develop some ideas and programs of use to the University in helping

to educate teachers and to help disseminate the increased understandings throughout the school system - not only with school personnel but with parents and aides as well.

Separate classes have been conducted throughout the program's existence for both parents and aides. The understanding here has been that an adequate educational program requires the full cooperation of the whole community.

The EPDA program itself, has involved only 4 Portland schools, all of which encompass a considerable number of so-called "disadvantaged" students. The "disadvantage" is comprised of a combination of low economic backgrounds and of a lack of cultural teaching in the home that is commonly assumed to be present.

The first thing we did was examine the variety of methods of teaching reading: The traditional basal reading approach (which we used in Portland before the new adoption), and the variety of methods employed here to teach word recognition; the linguistic approach (of which S.R.A., our current adoption, is one) and its approach to word recognition; the phonetic approach, based on memorizing phonetic rules and their exceptions; and a vareity of approaches in limited usage.

The basic elements present in teaching a reading lesson itself were reviewed and examined. And a look at the current reading adoption from the beginning up through its several levels of development were requested so that some overall view of the reading program should have been gained rather than a narrow grade level view.

The next effort of the class was in the direction of language enrichment. Ways to increase oral usage(and thus language development) of the child were examined. Language usage was pointed out as essential to the ability to read.

Reading to the child, both stories and poems, discussions of books or common problems, time to tell about important happenings in the life of the child, time for conversation, dramatization, speeches - all are important to language development. Language exercises can help. Substitute adjectives, substitute situations, substitute characters - any enlargement or variation of a given pattern can help. I am not as big as a _____. A _____ is bigger than I am.

Not only have we tried a large number of varieties of speech choices in our assignments, but we have compiled books of many of them. This has certainly been at the direct inspiration of the EPDA classes. I have many fewer "set" assignments of something to copy, and many more assignments involving a choice of language in the assignment. As a matter of fact, these are more often based on books read to the class and less often involving the simple reading text language.

Since I was firmly convinced previously that the reading vocabulary required repetition for better learning, it is perhaps a double influence. The S.R.A. approach is more of a phonetic approach, or more specifically, a pattern approach than it is a sight vocabulary approach and therefore is not in need of the same repetition required by a sight vocabulary. This permits a flexibility for language development in the matter of writing assignments and full advantage has been taken of this.

The winter quarter both years has dealt with diagnosis of reading problems and use of tests both teacher made and commercial, to help with this diagnosis. It has enabled the teacher to test and place a new child at the appropriate level of instruction. It has shown how to diagnose specific skills that a child has learned or that he needs instruction in - whether original or remedial!

It has shown us how to judge the instructional level of a child in relation to his ability. Is he doing as well as can be expected? or not?

Devices for judging the reading level of library books have been given to us.

I work with beginning readers, but I have found this materials invaluable in giving me an overview of the nature of learning to read that enables me to plan my own instructional program to supplement our basic S.R.A. adoption. Much time and effort on my part has been given to supplementary reading . And this has been a continually fluctuating process with new ideas sparking both my enthusiasm and the students'.

Children's literature and the development of an active and useful room library is close to my heart and has been the subject of both spring quarters.

My only objection here is that this has been too much dependent on the private means of the teacher to provide one. I have hundreds of dollars invested in the library for my room. This should <u>not</u> have to be true. A teacher should have some money to invest in a room library. There is none!

Books can be checked out of the school library - which I do. Literature packets can be ordered and I do so. Nevertheless, if that was all the books I had in my room it would be a paltry number, indeed!

EPDA, through a speaker (and I have neglected to mention that we have had some very stimulating outside speakers), inspired me to a vast experience practice. Last spring, for the first time, I began to order some books in bunches. By now I have two sorts of collections. One sort, is books in sixes, along with a record, for use at the listening post - for which I obviously have six earphones. The second sort is for a reading group. Books which I consider it possible for my groups to read, I have ordered in bunches of 8-10 to use as a supplemental reading text. They are short, of high interest, and are a terrific inspiration when groups become able to read them. There is only one problem - my husband considers this an expensive extravagance!

I found the transition (one full day to half day)with EPDA had a definite disadvantage. We used to eat lunch together, hash over ideas that were presented and had a distinct feeling of comaraderie which has been missing this second year with only p.m. classes.

This fall presented a somewhat philosophical background of educational philosophies, examined some of the current complaints against education in the U.S. and encouraged us to experiment with an informal classroom.

I must admit in looking back over the last two years that I have developed a much more informal classroom than I used to operate. I thoroughly believe that an informal atmosphere is helpful - but I

also think that a fairly structured program is essential. However, my own synthesis of these two factors seems to be in a state of continual flux. Fortunately, the outward structure is of little importance in relation to the interest and enthusiasm of the teacher and the feeling of success exhibited by the child. It is on these that the emphasis of EPDA has been placed and on which the emphasis of any successful classroom or successful school system must be based. Each teacher must have a competency and a confidence with which to meet his class. There is no substitute for the relationship between the individual student and his individual teacher.

F. Children's Achievements

A goal of any in-service program is the improvement of children's achievements. This was true for the Portland EPDA program but collection of adequate data was beyond the program's resources. Limited data from the district annual testing programs are available. However, they are insufficient for an evaluation of the effects of the program because a) the samples are small; b) the achievement scores of children in the program are confounded with those of children not in the program; c) the instruments varied from year to year; and d) the transient nature of the school populations severely complicates the interpretation of year to year comparisons. Data from supervisors records indicates that, in comparison with the work of the first year, children's oral expression in reading improved, and children produced longer and more varied written stories and compositions in EPDA classrooms in the second year of the program.

Objective #2 : Aides

To train teacher aides in specific ways of assisting teachers in the teaching of reading in their classrooms.

Aides in the Portland Public Schools are hired on the recommendation of school principals sometimes assisted by a teachers' committee. Aides are usually appointed on the basis of an interview and an estimate of their experiences with and liking for children. Most aides begin work and are trained informally in each building. The district provides in-service workshops and several aides have taken workshops, for example, in the use of Distar materials.

Almost every teacher in the EPDA program had an aide assisting regularly in the classroom in some capacity. Most teachers had an aide present for at least one period per day, some had an aide every morning and in one case every day. Sixteen of the aides attended a workshop once a month at the university. All of the aides received some supervisory assistance from time to time and witnessed many of the demonstrations which the supervisors provided for classroom teachers. The aides who attended the workshop took paper and pencil tests before and after the fall and spring quarters. Three times during the year teachers completed a log and questionnaire about aides in their classrooms, and the supervisors held a conference with each aide towards the end of the year. The results of these evaluations are as follows.

A. Aide's Knowledge

Fall Quarter

Item 1

Anticipating behavior problems.

The aides were asked to describe actual behavior problems they had

encountered or were likely to encounter.

Results. Pre-test

By far the majority of problems described concerned poor motivation, lack of cooperation, and unwillingness to do assigned work. A few problems of hyperactivity and hitting other children were described. The item was not included on the post-test.

Item 2

Dealing With Behavior Problems

For each problem they listed, the aides were asked to make two or three suggestions about how to handle it.

Results. Pre-test

One aide made only one suggestion, two aides made two, the others made from three to six appropriate suggestions and appeared to have a suitable range of techniques to use when needed. The results were discussed in class and indivudally and were not post-tested.

Item 3

Childrens' Emotional Needs

Given eight supposed emotional needs of children, the aides were asked to describe at least one action that could be taken in the classroom to meet each need.

Results. Pre-test

Two aides described less than five appropriate actions, all of the other aides had no difficulty in describing at least eight.

The question was discussed individually with the two aides who needed help. The item was not post-tested.

Discussion

These three items were included at the request of aides because they had specifically asked for help in dealing with behavior problems and in setting a desireable emotional climate in a room. Their responses and discussions revealed that they did in fact know what to do in most cases but were not sure that they were right or that their actions would be effective. The aides reported that the discussion taught them not to expect miracles or immediate success, but to attempt to deal with problems calmly and consistenly over time.

Item 4

Encouraging Children to Speak

Criteria: 80% of the aides will describe 4 teacher actions which encourage children to speak.

Results.

Pre-test N = 11

Total = 20

Mean = 1.8

Two aides stated 3 actions

No aides stated 4 actions

Post-test N = 15

Total = 78

Mean = 5.2

Fourteen aides stated four or more actions.

The criteria were met. *

* indicates $p > .05$ one-tailed.

Note: Statistical tests were made only on the data from those aides who took both pre and post tests.

Item 5

Promoting Good Listening Habits

Criteria: 80% of the aides will describe four teacher actions which promote good listening habits in a classroom.

Results.

Pre-test N = 11

Total = 27

Mean = 2.5

Three aides described 4 actions

Post-test N = 15

Total = 78

Mean = 5.2

Fourteen aides described 4 or more actions

The Criteria were met. *

Item 6

Guidelines for Oral Reading

Criteria: 80% of the aides will describe acceptable guidelines for oral reading at the grade level at which they work.

Results.

Pre-test N = 11

One aide described acceptable guidelines

Post-test N = 15

Eleven aides described acceptable guidelines.

Four aides made acceptable but incomplete statements

The criteria were not met.

Item 7

Silent and Oral Reading

Criteria: 80% of the aides will give three reasons for silent reading preceding oral reading in a conventional reading lesson and will give three reasons for including oral reading in the lesson.

Results.

Pre-test N = 11

Total points = 42

Mean = 3.8

One aide met the criteria

Post-test N = 15

Total points = 103

Mean = 6.8

Twelve aides met the criteria

The criteria were met. *

Item 8

Purposes for Reading Aloud

Criteria: 80% of the aides will describe three activities which provide purposes for oral reading.

Results.

Pre-test N = 11

Total = 20

Mean = 1.8

One aide described 3 activities.

Post-test N = 15

Total = 86

Mean = 5.7

Fourteen aides described 3 or more activities.
The criteria were met. *

Item 9

Using a Tape Recorder

Criteria: 80% of the aides will describe three activities making use of a tape recorder for oral reading practice.

Results.

Pre-test N = 11

Total = 17

Mean = 1.6

Three aides described 3 activities.

The aides successfully participated in these activities in a workshop.

The item was not post-tested.

Item 10

Encouraging Creative Writing

Criteria: 80% of the aides will describe four teacher actions which encourage creative writing.

Results.

Pre-test N = 11

Total = 25

Mean = 2.3

One aide described four actions.

Post-test N = 15

Total = 85

Mean = 7.6

Fourteen aides described four or more actions.

The criteria were met. *

Item 11

A Lesson from a Basal Reader

Criteria: 80% of the aides will describe satisfactorily three or more of the elements which precede silent reading in a conventional reading lesson.

Results.

Pre-test N = 11

One aide met the criteria.

Post-test N = 15

Thirteen aides met the criteria.

The criteria were met. *

Item 12

On-the-Spot Help for Word-Recognition Difficulties

Criteria: 80% of the aides will describe three appropriate techniques for providing on-the-spot help to children encountering word recognition difficulties.

Results.

Pre-test N = 11

Total = 25

Mean = 2.3

Five aides described 3 or more techniques.

Post-test N = 15

Total = 67

Mean = 4.5

Fourteen aides described 3 or more techniques.

The criteria were met. *

Winter and Spring Quarters

Item 1

Stories for Reading Aloud

Criteria: 80% of the Aides will name and briefly describe six stories for reading aloud at the grade level at which they work.

Results.

Pre-test N = 15

Total - 57

Mean = 3.8

Four aides described 6 stories.

Post-test N = 12

Total = 83

Mean = 6.9

Ten aides described 6 stories

The criteria were met. *

Item 2

Reading a Story Aloud

Criteria: 80% of the aides will describe the preparation, reading, and discussion of a story reading.

Results.

Pre-test N = 15

Two aides gave complete description

Post-test N = 12

Twelve aides gave complete description

The criteria were met. *

Item 3

Poetry Books

Criteria: 80% of the aides will name five good poetry books for the grade level at which they work.

Results.

Pre-test N = 15

Total = 10

Mean = .6

No aides named 5 books

Post-test N = 12

Total = 63

Mean = 5.2

Eight aides named 5 books.

The criteria were not met. *

Item 4

Criteria: 80% of the aides will describe five activities to encourage children to make up poems.

Results.

Pre-test N = 15

Total = 26

Mean = 1.7

One aide described 5 activities

Post-test N = 12

Total = 65

Mean - 5.4

Ten aides described 5 activities

Criteria were met. *

Item 5

Stories for Creative Drama

Criteria: 80% of the aides will describe three stories suitable for creative drama.

Results.

Pre-test N = 15

Total = 5

Mean = .3

No Aides described 3 stories

Post-test N = 12

Total = 72

Mean = 6.0

Twelve aides described 3 or more stories.

The criteria were met. *

Item 6

Sequence of Dramatic Activities

Criteria: 80% of the aides will be able to describe a sequence of dramatic activities moving from very simple movement to fully developed presentations.

Pre-test N = 15

No aides gave adequate descriptions

Post-test N = 12

Twelve aides gave adequate descriptions

The criteria were met. *

B. Aides Assignments

Item 1

Speaking and Listening Games

Select one game you could use with children to develop spoken language and one game to develop listening skills. Use the games with a group of children. Evaluate results. Teach the games to the EPDA class and share your evaluation.

Discussion:

The aides entered into this assignment with enthusiasm and shared negative evaluations as well as positive ones. After a game was taught, the aide shared the experience when she used it with children. If it wasn't as successful as she had expected the group discussed possible causes and alternatives. They all wanted copies of the games and we decided to write them up for distribution.

Item 2

Creative Writing

Share with our class the results of a creative writing experience with your group of students.

1. Tell how you motivated children to write.
2. Describe materials you used.
3. Explain procedure you used.
4. Show examples of results.
5. State your evaluation of experience.
6. Describe what you will do differently next time.

Discussion:

This assignment was given after Jean's presentation of "Written

Language Using the Sounds of Language series and the Owl Books." Several aides used specific suggestions and materials that she demonstrated, e.g. Drummer Hoff, David is Mad, and Little Peter Rabbit. Others used a different approach, e.g. How would you feel and what would you do if you were a guitar, a giraffe in a zoo, _____. The children selected anything they wished to be and then illustrated their story. There were many materials used for the art work. The exchange of the writing and art experiences was a learning happening for us all. Comments were made at subsequent meetings that they had tried ideas gotten from class.

Item 3

My Favorite Story to Read or Tell to Children

1. Name book, author, illustrator (show the book).
2. Tell several interesting things about the author and illustrator - what resource you used to get this information.
3. Tell why you like the story.
4. Tell how you prepared yourself for reading to the children.
5. Tell how you prepared the children for listening.
6. Tell how the children reacted to the story when it ended. Tell what you did.

Discussion:

There was a great deal of interest in this assignment because all aides have opportunities to read to children and most of them said they felt inadequate. Vera Peterson addressed her presentation to the exact needs the aides thought they had so they were encouraged to go out and try. Although there wasn't time for each aide to read or tell her favorite story their presentations to the class showed they

took the assignment very seriously and from all indications would make a difference in what and how they read to children.

One comment probably sums it up well - "I always have heard that it was important to read to children but if you can do it like this I can see why it's important."

C. Teachers' Logs of Aides' Activities

Teachers' logs of aides activities indicated that aides spent their time in five categories of work as shown in Table 12.

Table 12

Aides Activities

Category	% of Time Spent
I Teaching a Reading Group	25
II Helping Individuals, Tutoring, Supervising Independent Work in Reading	40
III Preparing Instructional Materials	12
IV Teaching Math Groups or Helping Individuals with Math	15
V Other Activities, Clerical Work, Playground Supervision, etc.	8

At the beginning of the year, aides spent more time with reading groups than the average percentage for the year indicates. At the end of the year they spent more time helping individuals and supervising independent work.

Teachers' ratings of aides' overall performance and initiative are shown in Table 13.

Table 13

Teachers' Ratings of Aides' Performance and Initiative

Number of Teachers	Date	Performance Rating 1 = very poor 2 = poor 3 = adequate 4 = good 5 = very good						Initiative Rating 1 = relies on teacher direction 2 3 4 5 = takes initiative					
		1	2	3	4	5	Av.	1	2	3	4	5	Av.
40	Jan.	-	3	4	9	24	4.35	4	4	6	14	12	3.65
28	March	-	1	3	5	19	4.78	1	2	6	8	11	3.93
35	May	-	1	4	11	19	4.39	4	2	6	11	12	3.83

The table indicates fairly consistent ratings for both performance and initiative throughout the year. Most teachers reported that their aides did almost everything they were asked to do reasonably well. A few teachers reported that their aides needed to be firmer with children when supervising independent activities and should have done more to make children stick to their tasks.

Teachers and aides usually spent from 5 to 15 minutes daily together planning aides responsibilities. Most teachers and aides judged this to be a sufficient amount of time. The aides as a group indicated that when the teacher met with them to discuss responsibilities and they knew what they were expected to do, they enjoyed their work and felt appreciated.

The teachers as a group indicated that most aides were very dependable and performed well in their responsibilities. Occasionally, if an aide after a few days did not appear to know what to do, there was little the teacher could do to help. Both teachers and aides agreed that an aide's time should not be spread too thinly. Most agreed that working for two teachers was plenty. Working for more than that, aides were hard pressed to make adequate preparation or follow up in each room.

D. Supervisor's Reports.

The following is a report from one supervisor who worked extensively in two schools and made a brief visit to evaluate aides' performances in the other two EPDA schools.

Work Done With EPDA Aides

There wasn't as much time as I needed to work with aides in the school setting. We had time for discussion of problems, concerns and needs at our monthly Thursday, a.m. meetings at PSU. Some aides felt at a loss and insecure in their classroom roles, others were at ease, secure, knew what was expected of them and felt they were doing an important job in this business of educating children. Here again, as with parents, the key to effective work is the teacher.

I managed to work with aides at School II several times. I took a Distar In-service class with three of them and we had opportunities to compare notes and work out some problems together. I videotaped one teaching a Distar lesson and she did such a commendable job that her

estimation of herself came right up to the level where it belongs. This aide teaches 3 hours of Distar classes every day to first and second graders. Another aide works with first grade children teaching from work books and supervising math seatwork. I suggested with her workbook groups instead of doing the "round robin" type of routine, to review the patterns used on the workbook page with a lively game, have fun, then show children two or three examples of how to do the page and then let them work independently. Encourage them to ask for the words they don't know, if they can't get the word after a suggestion or two, tell them the word and write it on the board. When most of the children have finished the page have them read the items in unison and give the answers. Review the words on the board. Go on to the next page. Use the Teacher Plan Book for ideas to spice up workbook sessions.

Another aide worked with a third grade teacher during the reading period and I had opportunities to make suggestions because I was in the room often when she was meeting with a group or conferencing with a child. She asked questions on what she might have done in certain cases. Such as: What do you tell a child when you are teaching the sound of ea and one of them says "bear" for an example? How can I help Minnie to stop reading one word at a time?

These questions also opened the door for some suggestions on using time, checking seatwork, fun activities for vocabulary drill and ways to provide oral reading practice.

Three aides quit during the year so there was a lot of orientation and basic training that needed to be done. The experienced aides train the new ones

on routine responsibilities, and the teachers train them for the activities to be done in their rooms. Occasionally a teacher would ask me to sit with an aide and a group and make suggestions.

A great deal is expected of aides. In many cases they are asked to fill the role of the teacher. Some of them do as well or better, too.

Schools I and III aides were not involved in the EPDA workshop sessions and the only contacts I had with School IV were the few occasions I took material to them other than the monthly meetings. They always trotted out children to show a choral reading or books they had made, etc.

Most of the aides are eager to learn all there is to know about how to teach children to read. I enjoy working with them.

There were many indications from the teachers and aides alike that the EPDA workshop program and supervision had given the aides direction, many specific suggestions, familiarity with the purposes and use of instructional materials and an increased confidence in their ability to do the job.

Objective # 3 : Parents

To train a group of parent volunteers in ways of assisting teachers in their classrooms and ways of helping their own children to read at home.

Twenty-three parents enrolled in the program and attended the weekly workshop-discussions at the university. One left the district at the end of the first quarter and three withdrew because the demands of the program were greater than they had expected. Parents varied in the amount of voluntary work they did in the schools. Some spent as much as six hours per week in the schools. Others spent one period per week. The average time spent per parent was just over two hours per week.

At the beginning and end of the Fall and Winter quarters the parents were given a test containing true-false, multiple choice, matching items, or short answer questions on various topics to do with the teaching of reading, tutoring, counselling, and the use of reading materials. At the end of the spring quarter they were given a questionnaire asking how well the program had accomplished its objectives. Three times during the year, teachers who had had a parent assisting them during the previous week were asked to complete a log describing and evaluating the parents' work. School principals were three times asked to complete a critical incident questionnaire. The supervisors also visited parents while they were working and discussed their work with them. Tests and questionnaires are presented in Appendix A. The results of all of these activities are as follows:

A. Written Tests

Table 14 presents the pre and post test scores earned by parents in the fall and winter quarters.

Table 14

Parents' Scores on Quarterly Tests

Parent (Maximum Score)	Fall Pre (30)	Fall Post (30)	Winter Pre (30)	Winter Post (30)
A	9	29	20	–
B	10	28	16	–
C	7	30	18	30
D	7	29	13	–
E	8	29	19	22
F	8	26	18	–
G	20	26	25	28
H	7	30	24	29
I	8	16	14	–
J	7	30	-	–
K	6	30	27	29
L	5	28	25	29
M	8	28	24	29
N	6	30	27	30
O	–	30	12	–
P	5	21	17	26
Q	12	-	-	–
R	10	-	-	–
S	6	26	19	29
T	8	-	-	–
U	10	-	-	–
V	–	-	18	30
W	–	-	-	28

The test scores clearly indicate individual and group gains in knowledge each quarter.

B. Parent's Questionnaire

Parents were given seven objectives of the parent's program and asked to rate the degree of success the program had had with each on a scale of 1 - not successful, 2 - partially successful, 3 - reasonably successful, 4 - quite successful, and 5 - extremely successful. Fourteen parents completed the questionnaire. Their mean ratings and sample comments for each goal are as follows:

Goal 1

Knowledge of the Beginning Reading Program in the Public Schools

Mean rating 4.0

Sample comment: "Parents do not realize there are so many simple reading experiences that are really very important to a learning child. Experiences that you would not think would help a child learn to read."

Goal 2

Importance of Home Environment.

Mean rating 3.5

Sample comment: "Some parents don't realize the importance in the reading at home, don't have time, or are just not interested."

Goal 3

Knowledge of Beginning Reading Skills.

Mean rating 4.1

Sample Comment: "I did not know there were so many ways to keep a child interested in beginning reading."

Goal 4

Instructional Procedures for Children With Learning Problems

Mean rating 3.3

Sample Comment: "I think there should have been a more concentrated, longer training period - such as a 2 or 3 week session - rather than a once a week review."

Goal 5

Participation as a Tutor/Helper

Mean rating 3.7

Sample Comment: "This is the best knowledge I have understood for the last three years. What is a parent doing without this kind of knowledge!"

Goal 6

Receive Help from Teacher and Supervisor

Mean rating 3.3

Sample Comments: "The supervisor and the teacher were more than willing to give any help if you ask them. Some parents don't ask and don't get along too well."

"The first time I was contacted was in March. I felt it was a little late at that point."

Goal 7

Understanding of the Task of the Teacher in Teaching All Children

Mean rating 4.0

Sample Comments: "You really don't realize the tasks a teacher has until you yourself are in the classroom."

"The teachers I worked with were great. Were very patient in letting each child work at his own pace."

"I appreciate and understand the task but it also made me more critical of some of the teachers' methods now that I know what is going on."

Comments made in class and in informal situations indicated very clearly that many parent volunteers prepared their work carefully, worried about it at times, and some, with younger children, even hired baby-sitters to look after their children while they worked as volunteers at school. Teachers rarely knew the pains that some parents had taken. While most teachers made them welcome and showed genuine appreciation, some were very offhand. It is not surprising that on occasions some parents' feelings were hurt. Parents do not look for lavish praise. They know that their contributions are quite small, but they do like their efforts to be recognized.

C. Teachers' Logs of Parents' Activities

Teachers completed logs of parents' activities in their classrooms for three sample weeks, one in January, one in March, and one in April. They were asked to describe the kind of work the parents did, the amount of time they spent, the time it cost the teacher to give directions

to the parent, and the time saved for the teacher by the parent. They were also asked to rate each separate activity on a five-point scale: 1 = very poor, 2 = poor, 3 = adequate, 4 = good, and 5 = excellent. The information from each of the three weeks is summarized and presented in Table 15.

Table 15

Teachers' Logs of Parents' Activities: Three Sample Weeks

Category of Assistance	Week of January 7					Week of March 6					Week of April 10				
	No. of Parents	Total Hours	Time Cost	Time Saved	Mean Rating	No. of Parents	Total Hours	Time Cost	Time Saved	Mean Rating	No.of Parents	Total Hours	Time Cost	Time Saved	Mean Rtg.
I. Reading Aloud															
a. To Individuals	1	1:30	-	*	5.0	3	1:25	-	*	3.7	2	4:30	-	*	5.0
b. To the Class	4	1:25	-	1:25	4.5	2	0.40	0.05	0:40	3.5	2	0:35	-	0:35	4.0
II. Listening to a Child Read	3	4:30	-	*	5.0	4	7:45	-	1:20	4.2	1	1:30	-	*	5.0
II. Tutoring, Help with Independent Work	10	19:00	0:35	5:00	4.7	9	17:20	0:05	*	4.2	8	9:45	0.07	2:05	4.7
IV. Supervisory Help, e.g. Party, Field Trip	2	1:30	0:05	*	4.0	2	4:30	-	*	4.0	1	0:50	0:05	*	4.0
TOTALS	20	27:55	0:40	6:25	4.6	20	31:40	0:10	5:20	4.1	14	17:10	0:12	2:40	4.6

* In many cases, little extra time was "saved". Parents provided an extra service.

In a typical week, 18 parents spent a total of 25 hours 35 minutes helping in classrooms for an average of 1 hour and 25 minutes per parent. They spent 10% of the time reading aloud to individuals or small groups of children, 3% reading to the whole class, 18% listening to children read aloud, 61% tutoring individuals or helping with independent work or seat work, and 8% of the time helping teachers supervise class activities such as field trips or parties. Of this time an average of 4 hours and 48 minutes per week represented a direct saving for the teachers. In other words parents were doing work that the teachers would have had to have done themselves at some time during the week. This saving was accomplished at a cost of just under five minutes time taken for explanations and giving directions for each hour of help received. The other 21 hours of time given by parents was spent in extra help of the kind that the classroom teacher would not have had time to give.

D. Incidents Reported by Principals

Three times during the year, the four principals were asked to complete a critical incident questionnaire asking for a) commendable and b) unfavorable incidents concerning parent volunteers that had been reported to them during the previous week.

Ten of the twelve questionnaires sent out were completed and returned. Nine commendable incidents and no unfavorable incidents were reported. They are as follows:

A teacher reported that her parent volunteer had both an enjoyable sense of humor and a firmness in regard to standards of work expected from the individual children she worked with. Another teacher reported children listening very attentively to a story read by a parent to a group

of first graders. A principal reported parents spending long hours in the school library discussing suitable stories to read aloud at different grade levels. Another principal reported that parents had made arrangements to work with children voluntarily during the summer. A parent volunteered to help the school secretary in the afternoons in addition to the help she was giving in classrooms in the mornings. The same mother was upset by the method a teacher was using to get her own child to do his work. She privately talked it out with teacher and principal without indicating her displeasure to the child. One parent was particularly attentive to "rejected children" on a class field trip. A child wrote "love notes" to a parent for the help received.

E. Supervisor's Reports

In addition to the informal assistance given to parents in her own two schools throughout the year, one supervisor was asked to make a visit to the parents in the other two schools. The report she turned in is as follows:

Supervisor's Report on EPDA Parent Conferences

I had an opportunity to observe and conference with 6 parents at School III and 4 parents at School II. Observation means I watched them working with children in a school setting. From these contacts I learned that if our goal is to develop a closer parent-school relationship by involving parents in their children's academic education the school must:

1. Inform parents of school goals.
2. Enlist the parents help in selecting the areas where parents can help at school.

3. Train them in these areas.
4. Train them in ways they can help their children at home.
5. Have periodical follow-up meetings for sharing problems and ideas.
6. Provide materials for parents to use at home and at school.
7. Orient teachers on working with parents.

Teacher attitude in working with parents is all important. "Keep in mind they want to be treated the way you would like to be treated if your roles were exchanged."

For the most part these things are being done, but we cannot afford to neglect any of them. The teacher is the key to a successful working relationship.

Parents need:

1. To feel they are doing something important.
2. Acknowledgment
3. Encouragement
4. To know exactly what is expected of them.
5. To know that they are missed when they are absent.

A parent in the classroom is that extra adult that saves those precious minutes of Johnny's learning time when the teacher cannot give him the help when he needs it because of the many demands on her time. A parent can make the difference in Johnny feeling successful or a failure. There is a wealth of teacher help in every community - we owe it to our Johnnys and Marys to go out and mine it.

Objective #4 : Principals

To invite school principals to examine their reading programs, to keep them informed about the EPDA program, and to enable them to hear about recent developments in school reading programs from local and national reading specialists.

Three questionnaires designed to invite school principals to examine their reading programs, prepare for the visit of each consultant, and report on the effects of the principals' seminar were prepared and distributed: one before, one during, and one after the seminar. In order to encourage objectivity, yet be able to compare responses, the respondents were asked to respond under a pseudonym. From thirteen principals, eleven responses to questionnaire #1, eight responses to questionnaire #2, and six responses to questionnaire #3, were received. The results of those questionnaires are as follows.

Four of the schools reported traditional home-room organizational plans. Six schools reported using some form of achievement level grouping across grade levels either by sending students to rooms at their reading level during a common reading period, or by teaching groups at similar levels of achievement within a multi-grade team. One school reported a home-room plan using an extended day. Half of each class arrives fifty-five minutes earlier than the other half each morning especially for reading instruction. The other half stays fifty-five minutes later each afternoon. Seven schools reported using teacher aides during the reading period in order to keep reading groups small.

All principals reported that the placing of students at an appropriate level was a major strength of their particular program. Weaknesses

identified were teacher competence, maintaining continuity of instruction, and provding proper reinforcement to the reading program when a cross-grade or team approach was used. All schools had at least an informal procedure for identifying children with reading difficulties. Four schools called upon a specialist to give diagnostic tests, one school tested very comprehensively at the kindergarten level, and another used an oral reading test as a screening device. Seven schools employed reading specialists to implement a remedial program. Reading specialists worked both in classrooms and in rooms of their own with individuals or small groups of children. In no case was a reading specialist expected to work with more than twenty-five children. Changes that principals would like to see fall under two main headings: increasing the amount of individual help for children who needed it, and providing more materials designed for individualized use. Four principals wanted to know more about the appropriate role of parents in the school reading program, and one wanted to know how to interest his teachers in considering a non-graded plan. Several principals questioned the feasibility, practicality, and effectiveness of an eclectic approach. One principal expressed his concern this way: "How can consistent teaching of reading be expected when we keep shifting techniques, materials, vocabularies, and emphases? Is this desirable? One principal reported the use of a reading skills progress chart compiled by teachers in his school. Other principals expressed a need for increasing teachers diagnostic skills and becoming more specific in the evaluation of children's reading progress in their schools.

At the end of the seminar, one principal reported making no changes as yet

as a result of the seminar, but developing an increased awareness of the complexity of the teacher's role. Five principals reported changes in the form of staff discussions on the improvement of the teaching of reading and the identification of the reading skills in their curricula. One principal reported the adoption of a non-graded plan for the forthcoming school year. Another reported a workshop which he led to increase use of diagnostic measures throughout his school, and another reported the implementation of a reading skills record for each child in his school. All of the principals stated that the seminar had forced them to examine their reading programs and given them some of the tools to do so. Their opinion was that the seminar had been useful and well presented, and that some form of in-service work of this kind was necessary for all principals from time to time.

Objective # 5 : In-Service Leaders

To prepare a group of 15-18 teachers to occupy in-service leadership positions in the teaching of reading.

Each teacher conducted a workshop or made a formal presentation of at least one topic of the EPDA program to an interested group. Those presentations have already been listed on pages 38-40. When presentations were made to teachers or professional groups outside the EPDA program, evaluation sheets were mailed to the person responsible for the group meeting. When presentations were made to teachers within the EPDA program, evaluations were made by EPDA supervisors.

Out of eight outside presentations made, six evaluations were received.

From the comments received, it was apparent that the EPDA teachers had informed themselves very well about their selected topics, and that their own classroom experience plus the study of the teaching of reading and language which they had all undergone in the past two years gave them ample background for answering questions and conducting discussions. All six of the evaluations received from outside groups rated the teachers highly on their knowledge of the topic, the usefulness of the topic to the group, and the adequacy of their presentation. The most frequently received comment was that more presentations and workshops of this kind are needed.

Of the teachers who made presentations within the EPDA group, some presented a worthwhile topic in a very effective way, others had difficulty in both selection and presentation. Not every classroom teacher had the desire to prepare for an in-service leadership position, and the program was limited in the amount of training and number of opportunities it could provide. At the end of the entire program, the supervisors met to make decisions about future in-service leaders. The evaluation sheet from each teacher's presentation was examined along with that teacher's entire performance as classroom teacher and student over the two-year period of the EPDA program. As a result, the staff nominated six teachers whom they believed capable of playing a major part in future in-service work. The names of these six teachers were sent to area administrators as resource persons capable of developing in-service programs on any aspect of the elementary school developmental reading and language program. In addition, the names of sixteen other teachers were submitted along with a specific topic or grade-level with the recommendation that these teachers could be called upon for in-service work on the

designated topics. The teachers were notified that their names and topics had been submitted. Since the program ended in May, 1972, one of those teachers has presented a series of workshop sessions to another school, and four have been asked to make presentations for an in-service program for two schools planned for the Spring of 1973.

Objective #6 : Reading Center Materials

To develop materials for use in university methods courses and create the nucleus of a Reading Center in the School of Education at Portland State University.

The collection of instructional materials purchased for use during the EPDA Program for teaching reading and the language arts has been placed in the Learning Materials Center in the School of Education where it is used daily by students and visitors to the center. A reading Center Office has been set up to serve reading and language arts methods courses. It contains instructional handouts, videotapes of teaching episodes, and a collection of test manuals and materials and sample packages of achievement and diagnostic tests and inventories. From a list of approximately forty titles of instructional handouts, approximately twenty-five have been requested and used regularly in reading and language arts methods courses.

The availability of the testing materials has enabled a course in Corrective Reading to be offered periodically as a supervised practicum. The first section of this course met in the 1972 summer session.

Although the primary purpose of videotaping was to provide immediate

feedback to teachers,some videotapes contained useful and interesting episodes for instruction and discussion. Eighteen such episodes have been titled and described briefly. They are available to reading and language arts methods students and instructors.

Objective #7 : University-Public School Cooperation

To explore and demonstrate further appropriate avenues of cooperation between a university and a public school system.

The entire program was a demonstration of cooperation between a university and a public school system. The university personnel benefitted from the opportunity to observe and work in elementary classrooms on a day to day basis. The schools benefitted from the resources placed at their disposal and the objectivity, comprehensiveness and perspective of the university personnel. Since the termination of the EPDA program, two similar, though smaller scale cooperative ventures have been planned. A university instructor will develop in-service programs in reading for Portland area secondary schools and for two elementary schools during the 1972-73 school year.

Objective # 8 : In-Service Models

To develop a replicable in-service model for on-site training in the teaching of reading.

The essential components of the Portland EPDA Reading Program were:

1. The teachers were given released time.
2. The program included principals, teachers, teachers' aides, and parents.

3. A school system and a university cooperated in the planning and implementation of the program.
4. The training activities included instruction, workshop activities, individualized supervision and demonstration.

Few would quarrel with the soundness or desirability of these components for any staff development program. The problem is not so much what components to include, but how to proportion them realistically in an economical way. The following models are two attempts to solve that problem drawing upon the experiences of this program.

Model One: In-Service Training of Classroom Teachers of Reading (Modified Portland EPDA Program)

Scope: Two to four elementary schools.

Participants: Principals, teachers, and teacher's aides up to a maximum of forty. It is desirable, but not essential, to limit the program to a span of not more than four grade levels, i.e. K-3 or 3-6.

Duration: One, two or three quarters.

Personnel: Director: A university instructor, one-third time per quarter responsible for planning and instruction.
Supervisors: Each school must provide a supervisor, or reading coordinator, from its staff. This person should be a master teacher able to devote one half time to supervision and demonstration.

Consultants: Skilled classroom teachers from other schools will be called on occasionally for specific problems.

Substitute Teachers: Each teacher will need a substitute for two afternoons per quarter.

Secretary: The director and the supervisors will each need a few hours clerical and secretarial help each week.

Operation: In-service classes and workshops lasting for one hour and fifteen minutes will be held for all participants once a week after school. Each school will take turns hosting these meetings. In addition, a total of four afternoon workshops will be held each quarter. Half of the participants in each school will attend two workshops, the other half will attend the other two.

The instructor will meet with the four supervisors for an hour once a week to discuss their role in the workshops and as supervisors in the schools.

Content: Each school will hold meetings and send representatives to a planning committee. Schools might wish to consider the following topics and establish priorities.

A Total Program - Relationships Among the Language Arts.

Matching Learning Activities to Children.

a. Assessing the difficulty of instructional materials.

b. Assessing children's stages of development.

Diagnosing Children's Specific Language Needs and and Learning Patterns.

Teaching Word Recognition

Teaching Comprehension

Classroom Organization and Management

Independent Activities

Enlisting the Assistance of Parents

Cost Estimates:

Director, one-half time	$1,800.00 per quarter
Supervisors, four at one-half time	6,400.00 per quarter
Consultants, two sessions	50.00 per quarter
Substitute teachers, 40 x 2 x one-half day	1,280.00 per quarter
Secretary, 100 hours	280.00 per quarter
Supplies and Materials	200.00 per quarter
Total	$10,010.00 per quarter
or cost per school	2,502.50 per quarter
or cost per teacher	250.25 per quarter

It is recommended that university credits be awarded and the costs of registration borne either by the schools or the participants themselves.

Discussion:

This program provides workshop training to the entire group of forty principals, teachers, and teacher aides. It provides on the job training in supervision to a master teacher in each school and provides supervision and direct assistance in classrooms to those teachers who need it most. The program as described does not include sessions for parents. At each school's option such sessions could become part of each supervisors responsibility.

This program will be field tested in two Portland elementary schools in the spring of 1973.

Model Two: In-Service Training of Reading Specialists

Scope: Eight to ten schools

Participants: One or two potential reading specialists in each school.

Personnel: Director, two-thirds time per quarter

Duration: One Year

Operation: Workshops will be held either at reading centers in the schools or at the university reading center every Monday morning 9:00 - 12:00 noon and every Friday afternoon 1:00 - 4:00 p.m.

The potential reading specialists will otherwise be fully employed in their buildings receiving on-the-job training.

The director will spend two days each week working with the potential specialists.

Content: Methods of Supervision
Diagnostic Reading Tests
Diagnosis of Other Areas Related to Reading
Discussion of Case Studies
Teaching Word Recognition
Teaching Comprehension
Teaching Study Skills
A Total Reading Program
Assessing the Difficulty of Instructional Materials
Classroom Organization

Independent Activities

Remediation of Specific Reading Difficulties

Evaluating and Reporting Progress in Reading

Enlisting Parents' Assistance

Case Studies in Supervision

Cost Estimates:		
	Director, two-thirds time	$11,600
	Clerical Assistance	1,200
	Materials and Supplies	200
	Total:	$13,000

or Cost per Specialist:
from $650.00 to $1,300., depending upon the number enrolled.

It is also recommended that university credit be awarded and the costs of registration borne either by the schools or the participants themselves.

A proposal has been submitted to implement this program in Portland Public Schools in the 1973-74 school year.

V. Conclusions and Recommendations

This report has covered the second year of a two-year in-service program in the teaching of reading and the language arts. The program achieved the majority of its goals both years. The following conclusions and recommendations are based upon both years of the program and are supplementary to the recommendations made at the end of the first year. All of the first year recommendations hold good, but many have gained precision or strength after the experiences and additional insights of the second year.

1. Released Time

Releasing teachers from their classroom responsibilities for half a day or a day enables the in-service staff to make demands upon teachers that they would otherwise be reluctant to make. Many specific, and sometimes arduous, training activities can therefore be undertaken, for example, training in the administration and interpretation of diagnostic reading tests. Released time also undoubtedly has a positive effect on teachers' attitudes towards the program and impresses them with its importance. The high morale of the teachers, which was attributed to their having sufficient time to participate in training activities, analyze their classroom performance, and acquire needed competencies, seems to be a valid indicator of increased job-satisfaction.

Obviously, time gained from the classroom must be well spent in planned, varied, and relevant activities with time for application and discussion. Whole days are clearly preferable to half days. Much more was accomplished in one whole day than in two half day workshops, and problems of application never received proper discussion during the half day sessions. However, because continuity is also desireable, the costs

of released time for a large number of teachers may well dictate that a program has to settle for half days once a week rather than whole days spaced further apart.

The EPDA program provided released time all day every Thursday in the first year and every Friday afternoon in the second year. Neither day was a good day. When teachers are away from their classes on Thursdays, they say they experience two Monday mornings each week and have to spend a disproportionate amount of time on routine. Friday afternoons are too late in the week. Though Mondays were not tried in the EPDA program, that is the day the EPDA staff most favors at this point.

2. Supervision

Systematic, skilled supervision probably provides the best assurance that skills learned in in-service sessions will find their way into classrooms and be maintained. It also provides the program staff with an immediate check on the appropriateness and effectiveness of those skills. Not all teachers need the same amount of supervision, however opportunities for supervision, demonstrations and assistance should be open equally to all. The goals of supervision must be individual goals subscribed to jointly by the teacher and the supervisor. Even with skilled help, however, some teachers show little desire to change and do not improve their effectiveness in the classroom. It is especially important for teachers in their first two years in the classroom to have regularly scheduled help available to them. This help may have to be quite intensive at times and may need to last over the entire two year period. For this reason supervisors should not be expected to

spread their time too thinly over a large number of teachers. In the Portland EPDA Program, the supervisors worked with approximately twenty teachers in two schools. A much larger number than this might have threatened the success of the program.

3. Participants

The Portland EPDA Reading Program included principals, teachers, teachers' aides, and parents. At times the entire group met together. At other times each group met separately. The principals laid much of the ground work for the program, and their participation in planning sessions both before and during the program was essential. During the summer program, the principals played an important role as discussion leaders and were able to open their schools and make materials available. During the year, the principals could rarely afford the time to attend the teachers' workshop sessions, though some attended some sessions, and all expressed interest. Most principals made an arrangement, either formally or informally, for members of their staff to keep them informed about program activities each week.

From thirty-six to forty teachers of grades one through four were in the program at various times. Most lecture-discussions and workshop sessions were held with the entire group. At times, the teachers at each grade level met as separate groups. Even with this arrangement, it was difficult to meet all expectations. Frequently, the teachers of grades four perceived the program as being directed primarily towards teachers in grades one, two and three.

The teacher aides in the Portland EPDA Program were all paid aides working at least half-time in the schools. During the first summer

workshop, the aides attended group sessions with the teachers. During the second year, the aides attended only the special workshops arranged for them. Aides need a time to meet separately to discuss the special problems faced by aides, but there was a distinct advantage to having aides and teachers together in those lecture-discussions and workshops which pertained to both of them.

The parents were unpaid volunteers. They received a small stipend for the time they spent at the university, but they donated the time they spent in the schools. While many of the parents benefitted from attending lectures and workshops with teachers and aides, their backgrounds and their aspirations were different. It proved better to offer an entirely separate parents' program. Given training, parents were able to spend about two hours per week in schools at little cost of teaching time, and their assistance was highly valued by the teachers. When parents work as volunteers, it is important for teachers to be ready for them and to show that they value their work. It is also important for parent volunteers to receive some supervision and to know where to turn for help when it is needed.

The goal of the EPDA program was to train a small number of parents to work with their own children and as volunteers with children in the schools. As might be expected, the parents who volunteered were those who were interested in their children's work and supportive of the school. Perhaps the scope of the parents' program should have been much broader. It might have been better to spend much more time reaching the hard to reach.

4. Cooperation Between a University and a Public School System

A good public school system through the production of curriculum guides, the offering of in-service courses, the work of its text-books adoption committees, and the like, does much to enhance the skills of its teachers. Even so, in any subject matter area or division, it can rapidly become enamoured of one particular point of view, and often unwittingly, endorse that point of view with official administrative approval. For this reason it is very desirable for specialists outside the system, uncommitted to any particular current practices within the system, to examine those practices objectively and present alternatives for consideration. Similarly, it is also most important for university specialists, primarily responsible for pre-service education to remain in close touch with the realities and on-going developments in local schools.

The cooperation between the university and the public school system was a major strength of the Portland EPDA program, and it is strongly recommended that all agencies responsible for the enhancement of in-service programs make provision for this kind of cooperative endeavor.

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APPENDICES

Appendix A

Observation Record Sheet

Classroom Characteristics

Selected Teaching Practices: Interview Questionnaire #1

Interview Questionnaire #2

Questionnaire: Teacher's Evaluation of the Second Year Training Activities

Appendix B

Samples of Supervisors' Summaries of Work with Teachers

OBSERVATION RECORD SHEET

Teacher_____School_____

Observer:_____

Grade_____Date_____

Time: from_____ to _____

Sequence if observed	Element of lesson	Evidence	Reception (Interest/Participation) 1-low, 5-high	Approximate time in minutes
_____	Motivation			
_____	Background			
_____	Vocabulary	oral?_____ visual?____ in pattern?___ in context?___ explained? ___ drilled? ____		
_____	Purposes, i.e. questions: list and classify			
_____	Guidance	amount stated?___ manner stated?___		
_____	Silent Reading	sub vocalization? symptoms of ___ difficulty? ___ teacher role:		

Sequence if observed	Element of lesson	Evidence	Reception (Interest/Participation) 1-low, 5-high	Approximate time in Minutes
_____	Discussion: list and classify teacher's questions.			
_____	Oral Reading	routine?___ how close to speech? x for each child heard sing song?___ halting?___ too rapid?___ false expression? ___ fair? ___ good? ___		
_____	Skills and Drills	oral?___ written?___ explained___ level of difficulty? x for each child heard too easy___ appropriate___ too hard___ couldn't tell___		
_____	Transfer Activities	teacher initiated?___ child initiated?___ couldn't tell?___		

Classroom Organizational Pattern:

___whole class ___fixed groups temp. groups individualized

___ number ____number ___size ___number ___size ___ number

Size of Group Observed?

Reading Materials in Use: (Whole Class)

Comments: (continue on back)

Appendix A

Selected Classroom Characteristics

Teacher_____ School_____

Grade_____ Date_____

Time from:_____ to____ Observer_____

Number of children present_____

Adults in room (list)_____

1. Who is teacher working with most of the time?

Whole Class			Small Groups			Individuals
1	2	3	4	5	6	7

2. Variety of Materials in Use

All children use same				All children use different		
1	2	3	4	5	6	7

3. Variety of Activities Taking Place

All children doing same thing				All children doing different things		
1	2	3	4	5	6	7

4. Activities Concerned With Reading

All activities are directly concerned with reading.				Only a few are directly concerned with reading.		
1	2	3	4	5	6	7

5. Who Initiates Activities?

Teacher entirely				Children entirely		
1	2	3	4	5	6	7

6. Who Directs and Sustains Activities?

Teacher entirely				Children entirely		
1	2	3	4	5	6	7

7. Interest and Attentiveness of Children

Absorbed in activities				Easily distracted		
1	2	3	4	5	6	7

8. Teacher Control of Class

a. firm — lax

1	2	3	4	5	6	7

b. obvious — unobtrusive

1	2	3	4	5	6	7

9. Children's Movement

None				Much		
1	2	3	4	5	6	7

10. Noise

Very quiet				Very Noisy		
1	2	3	4	5	6	7

11. Children's Relationship with Teacher

a. tense — at ease

1	2	3	4	5	6	7

b. discourteous — courteous

12. General Appearance of Room, Pictures, Arrangement of Supplies, Materials, etc.

Orderly				Disorderly		
1	2	3	4	5	6	7

Appendix A

Selected Teaching Practices

Interview Questionnaire #1

Teacher_____School_____
Grade Taught_____Number Taught_____
Interviewed by_____ Date_____

1. How do you organize your class for reading? Whole class, groups, individualized?

2. Who selects the books for reading instruction?

3. Who selects the books for independent reading?

4. Do you as a teacher believe that the level of difficulty of a book is important?

5. If so, what do you do to "match" the book to the child?

   a. for instruction

   b. for independent reading

6. When a child is reading orally and doesn't know a word, what do you do?

7. What do your children do when they are working independently?

8. How do they know what kinds of things to do?

9. What can you do for a child who does not appear to be making progress?

10. What oral language activities do you use?

Appendix A

Selected Teaching Practices

Interview Questionnaire #2

Teacher_____ School_____
Grade Taught_____
Number in Class_____
Interviewed by _____ Date_____

	HOW OFTEN DO YOU MAKE USE OF THE FOLLOWING METHODS AND MATERIALS FOR TEACHING READING?	Almost Daily	2-3 Times Per Week	Once A Week	2-3 Times Per Month	Occasionally	Never
1.	Learning new words as whole from flashcards, blackboard, or readers						
2.	Learning to sound out words from letters and letter combinations						
3.	Learning to use picture clues						
4.	Learning to use context clues						
5.	Noticing similar sounds in words and relating them to the letters						
6.	Using the outline shape of the words						
7.	Noticing special features like tall letters or double letters as a means of word recognition						
8.	Finding smaller words in longer words						
9.	Learning to divide words into syllables						
0.	Children take turns reading orally from the book						
1.	Oral reading in answer to questions						
2.	Oral reading of reports						
3.	Dramatizations based on reading						
4.	Children describe orally stories read						
5.	Children evaluate story outcomes						
6.	Children evaluate story characters						
7.	Children orally compare stories with own experiences						
8.	Parents at home are informed about reading program						

	Almost Daily	2-3 Times Per Week	Once A Week	2-3 Times Per Month	Occasionally	Never
19. Pictures for story ideas						
20. Flannelboards for stories.						
21. Flannelboards for word-recognition						
22. Creative Drama						
23. Pupils choose their own topics to study and plan own activities						
24. Parents assist in your reading program						
25. Integration of language skills development with content areas, e.g. science.						
26. Field Trips						
27. Pupils dictating stories to teachers						
28. Traditional literature and poetry						
29. Parent-Teacher evaluation conferences						
30. Workbooks						
31. School Library						
32. Teacher Aides						
33. Programmed materials						
34. Oral language activities						
35. Writing Centers						
36. Listening Centers						
37. Other listening activities						
38. Use of behavioral objectives						
39. Children's newspapers or magazines						
40. Linguistic materials						
41. Phonic materials						

Appendix A

	Almost Daily	2-3 Times Per-Week	Once A Week	2-3 Times Per Month	Occasion-ally	Never
Basal Readers						
Individualized Reading						
Multi-ethnic books and/or materials						
Reading stories aloud to students						
Recreational reading time for students						
Show and Tell						
Reading Groups - fairly stable						
Reading Groups - temporary						
Role playing						
Creative writing of poems						
Creative writing of stories, etc.						
Writing reports, letters, etc.						
Recordings						
Tapes (audio)						
Films for reading background						
Pupil-Teacher evaluation						
Contemporary literature and poetry						
Games for reading instruction						
Group Planning						
Reading poems aloud to children						
Teacher-made dittoes						

TEACHER'S EVALUATION OF THE SECOND YEAR TRAINING ACTIVITIES

This is not a test to be graded. It is a questionnaire designed to find out some of the effects of the EPDA program. Please answer each question as completely as possible.

1. Which grade level do you teach?
2. How long were you in the EPDA program?
3. In the fall of the second year, the program devoted some time to a study of informal classrooms:

   A. Why do you think this was done?
   B. Please write four or five statements which best reflect what you learned from that part of the course.
   C. To what extent, if any, did that part of the course change your work or your attitude in the classroom.

Please rate the value to you of each of the following topics which were presented. Use a scale from 1 (no value) to 5 (very valuable).

Rating

1 (no value) 5 (very valuable)

a. Silberman's Criticisms of the Schools
b. Antecedents of Informal Classrooms: Froebel, Montessori, Piaget, etc.
c. The Teacher's Role in an Informal Classroom
d. Studies of the Effectiveness of Informal Classroom
e. Using the Portland Speller

Comment if you wish:

In the winter, the program devoted some time to preparing a detailed report on a child's reading performance.

A. Please write four or five statements which best reflect what you learned or remember from that part of the course.

B. To what extent, if any, did that part of the course change your work or your attitude in the classroom?

Please rate the value to you of the following topics which were presented in the spring:

Topic	Rating 1 (no value) 5(very valuable)
a. Individualizing the Reading Program	
b. New Books for Children	
c. Plays for the Classroom	
d. Puppets in the Classroom	

Comment if you wish:

In what ways,if any, have any of the above topics listed in question 6 changed your work or attitudes in the classroom?

During the year the program invited five nationally known consultants to visit selected schools and present a topic to the teachers.

A. Please write five to ten statements which best reflect what you learned from the consultants.

B. To what extent, if any, did the ideas or actions of the consultants change your work or attitude in the classroom, school, or community.

During the year you were asked to carry out a number of assignments and activities. Please rate the usefulness of each assignment to you. Add brief comments if you wish.

In April, the first Young Authors' Happening was held at Portland State University.

A. Before the Happening, were you able to make use of the Happening in any way to increase interest or motivation in the classroom? Please describe:

B. What did you and your children gain by attending the Happening?

C. Should Portland State University and Portland Public Schools plan an Annual Young Authors' Happening

YES ☐ NO ☐

Please comment: (Do not let possible costs influence your answer. It could be arranged without much expense. The important questions are, is it worthwhile, and what changes would you suggest?)

Please state six things that you learned from the library books, i.e. the educational reference books, which were loaned by the EPDA program to your schools.

a. What did EPDA Supervisors do in your classrooms?

b. Please comment on the value of the help given by supervisors.

c. Were any of the supervisory activities unnecessary or inconvenient?

NO ☐ YES ☐ Please explain:

d. In what ways can a supervisor help you most?

Please list teaching materials that you tried or made use of that were brought to your attention primarily by EPDA. Comment on their value if you wish.

What are the three most valuable things you have gained from EPDA?

What are the three greatest difficulties caused for you by the EPDA program?

You have participated in a lengthy and extensive in-service program. Please use your experiences in the program to answer the following questions.

a. Are extensive in-service programs needed? NO ☐ YES ☐
Comment:

b. How long should in-service programs last?

c. Should teachers be given released time? NO ☐ YES ☐

If yes, how much?

Ms. Camelia, Grade 1, School I

Summary of Work Done:

Ms. Camelia chose to have me work with individual children. She is a great believer in getting children to read books outside their text. So as soon as the children had enough of a beginning vocabulary we got them right into paperback library books. It was a joy to go into her classroom. Children would actually tug at my skirts to beg me to listen to them read.

I did one language arts lesson with her class. We developed a language lesson and art lesson from the book Birds in Winter .

Many ideas presented in our college class were developed by Ms. Camelia. For instance - developing children made booklets and using other independent work activities for children besides copying reading vocabulary from the chalkboard. She did much more with children's drawings and writings. She used our ideas as springboards to develop her own ideas.

She is probably one of the most enthusiastic members of the group in supporting the ideas and knowledge she gained from the program.

Ms. Camelia was video-taped presenting a vocabulary, introducing a new book to her children.

Summary of Changes Noted:

Classroom Appearance

Strengths	Weaknesses
Library corner packed with hundreds of exciting library books and paperback books. -many of which she purchased herself with her own money.	No painting center.
Children's work always on display.	
Many books developed by children in the library.	
Listening center always in use.	
Box of dress up clothes for children to play with.	

Instructional Competencies

Strengths	Weaknesses
Uses literature to develop reading vocabulary effectively. e.g. Bears In the Night - this book was used to develop certain vocabulary such as up - down - into - on - around - between, etc.	Gravel and loud voice at times.
	A little rough on kids at times, but they seem to take it o.k.

Appendix B

Ms. Camelia - page 2

Strengths	Weaknesses
Uses a variety of ideas for independent activities. e.g. one group writes and illustrates a poem from text, one group completes a sentence. I like to go to _____ and illustrates, a third group might fill in the blanks - A bus can _____ A bug can _____ But I can _____	
Each day there would be different activities to keep children alert and interested.	
Children feel great about themselves - they all know they can read and they will be the first to tell you that they can read. I saw these children regularly - so that's how I know.	
Directs silent reading very effectively for beginning readers. Sets a purpose for reading and lets children react to the purpose.	
Reflects her love for reading and books beautifully in how she works with children and books.	

Classroom Management

Strengths	Weaknesses
Expects children to listen.	Children need more time to clean up at the end of each activity.
Children work independently without constant direction.	
Expects children to complete tasks.	

Ms. Maple, Grade 6, School I

Ms. Maple dropped the program during the second year. She did not like to leave her class to a substitute one-half day a week.

When I worked in her room she asked that I work with the whole class using various ways to motivate creative writing and also ways to teach literature.

There was a big need for this in her classroom. She taught mostly straight from the textbook.

During the time I worked with her, I did not see one bit of change. She never puts on a show for anybody and she would never change one thing in her teaching unless she felt it was her idea and it was her way of doing things.

She works beautifully with children in her own way. They like her very much but I feel that she could give children more of a hand in the planning and more choices.

Classroom Appearance

Strengths	Weaknesses
Arranged the children's furniture in a circle - most effective - children loved it and teacher did too!	No classroom library. No interest centers. No evidence of children's work on display. Bulletin boards never changed.

Instructional Competencies

Strengths	Weaknesses
Never wasted time, straight to the point in giving directions or when presenting a lesson. (not because of the program)	

Class Management

Strengths	Weakness
	Children have no chance to plan. Children have no choices for independent activities.

Ms. Fir, School II, Grade 1

Summary of Work Done

Ms. Fir used SRA texts but applied strong phonic instruction to decoding patterns. She taught the names of the letters and their sounds, then taught blending them into words. She did this teaching to the total group for 15 or 20 minutes at the beginning of every reading period. She demanded high performance by every child and accepted nothing less than 100% involvement. She used pattern charts, flash cards, chalk boards, picture cards and phonetic ditto sheets and work books. Most of her students were in Level A by October and 8 finished SRA Level D by May and all others finished Level C.

I saw the program Ms. Fir planned for children as being weak in broadening and enriching experiences, so in conferencing with her these were the goals we selected.

1 - Develop interest and work centers.
2 - Follow up on children who are taught reading in other rooms.
3 - Have a creative art project at least 3 times a week.
4 - Have language experience based on something a child or the teacher brings, an observation out the window, a trip, etc., developing charts of stories they tell and illustrations.
5 - Display pupil's work.
6 - Read to the children every day.
7 - Use choral reading and creative drama and puppets.
8 - Pupils make books.
9 - Eliminate busy work: color book pages,purposeless work book pages.
10 - Let the children make their own illustrations - don't give them a pattern or a copy of a picture to color.
11 - Use sharing time as a language development time.

My efforts were directed toward these goals in working with Ms. Fir. I made suggestions on how to set up an art center and organize a plan with the children for its use. I helped her collect materials for a classroom library and developed an attractive library corner for her. I demonstrated, with her class, the use of literature to develop language and listening skills. I gave her materials on R. Van Allen Language Experience units and taught the beginning of the unit demonstrating how to develop pupil made books, chart stories and correlated art experiences. I demonstrated ways to use choral reading and creative drama and puppets. I demonstrated the physical set up for preparing students to listen to a story and then reading with expression, enthusiasm and pleasure.

After the reading consultant's visit, I helped her set up the SRA tape program for 12 of her reading group students which included a listening center. I collected materials and helped supervise the program.

At her request I spent 3 sessions videotaping her reading classes for a presentation for her parents -"Back-to-School Happening". She evaluated the first effort, without any suggestions from me (she saw everything I hoped she would see) and she changed some of her methods the second taping. These are the things she identified that should be changed:

1 - Pacing too slow - children lost interest.
2 - Didn't involve all children - kept calling on the same ones.
3 - Directions were not clear for independent work.
4 - More variety in presentation - use different materials and more activities.

The "Back-to-School" was well attended, 22 parents present in her room and their reception and response to the video tape was interested and warm. They asked many questions and Ms. Fir handled the discussion with friendliness and understanding.

Ms. Fir, page 2

Summary of Changes Noticed

Very limited follow through on the demonstrations I did for her. They made four pupil books, besides the ones I made with her children, one language experience chart, slight improvement in using sharing time for language development, the centers I set up were not used and finally disappeared, except for the listening center which was used in the reading tape program.

The physical set up for listening to stories was better and there was more enthusiasm on the teacher's part when reading aloud.

Strengths and Weaknesses at End of Year

Classroom Appearance

Strengths	Weaknesses
Neat.	Lack of children's creative work.
Lots of Library books	Commercial, aide-made or ditto work bulletin board displays.
Number Charts	No calendar
SRA pattern charts	No interest or work centers.
Aquarium	Change library books.

Instructional Competencies

Strengths	Weaknesses
Teaching of basic reading to her reading group uses variety of materials. Consistent Teaches to children's needs Challenges Variety of groupings, works with individuals, small groups, total class, pupil teams and independent groups.	No follow through with her children who are interested in reading by other teachers.
Relates well to children and parents.	Little effort made in developing an enriching creative program.,
The children know she likes them.	No planning to develop spoken lang. skills
Pleasant voice and countenance.	Seldom has an art experience.
Attractive appearance.	Too many dittoes, work book exercises.
Expects high standards of performance Sets realistic goals for each child and the group.	Busy work to keep children quiet.
	Seems to be satisfied with strict structure.
	Lack of experiences in creative drama and choral reading.
	Preparation and follow up on T.V. and films.

Ms. Fir, page 3

Class Management

Strengths	Weaknesses
Directions are clear.	Wastes time on busy work.
Children know what to do.	Children rarely involved in group planning.
Routines well planned and followed.	Teacher makes the plans and gives the directions.
Children seem happy.	

Ms. Beech, School II, Grade 1

Summary of Work Done

Mrs. Beech replaced Ms. Alder the last part of February. As Ms. Alder left a week before she had planned Ms. Beech had no opportunity to work with Ms. Alder for a week, as was arranged. So Ms. Beech came into a strange (to her) team organization with no preparation or orientation. I had other commitments the first week she was there so was not available to assist. The principal was new to the building and the team leader was too busy, so Ms. Beech was on her own. With the release of the strict rigid controls the children were accustomed to working under, they went wild.

Ms. Beech's experience had been with self-directed children in an open classroom setting so she was unprepared to deal with such a foreign situation. When I offered my services she responded that she just had to work it out. After two weeks the principal told her that she would have to be replaced if she couldn't control the children and that she had asked me to spend some time with her. She accepted - as she had little choice.

My role was surprisingly easy because there were many positive things to start from. The room was attractive. In spite of the disruptive children, she had managed to develop an art center and many children's efforts were displayed. there were chart stories on the racks illustrated by children, an attractive library corner, a science area with rocks, shells, fish, turtle and seeds planted. There were word pattern, color and number charts posted and two pupil made books. During the preobservation conference I pointed out all these indications of good teaching and explained that I would watch her for a half day, then we would discuss my observations. Then I would tell her what I would try if I were the teacher and would take the class for a half day with her as observer.

My observations:

She treated the children like dresden china dolls. She used a beautiful, soft, gentle, voice. Repeating the same direction many times trying to get them to respond.

She praised and praised, even when it was unwarranged. She coaxed and begged and pleaded for attention. She put her hand gently on a child's shoulder trying to have him follow a direction. She was a controlled, charming, soft-spoken gentle lady that entire morning. (And the thoughts I was having could only come from a gittering gutter witch).

Her lessons were well planned, about 5 children cooperated and followed directions, the remainder were having a ball interacting with each other - including 2 exciting, wonderful fights. After about an hour a semblance of order developed and she got a reading group together with much coaxing - and then it was time for the children to return to the homeroom situation. And the ball started all over again.

That afternoon I taught a listening lesson using "Drummer Hoff" and followed it with an art experience. We got through the afternoon without any fights - but it wasn't good.

Our conference after school went something like this:

1. The children wouldn't break.
2. Her gentleness was completely foriegn to them. They didn't believe she meant what she said (if they even hear heard her.)
3. She would have to get some steel in her voice and follow through on every directive. Be consistent!
4. Change her manner, pace, of moving about the room - wouldn't frighten the children (much) if she moved quickly and decisevely some times.
5. Praise only when praise is due.
6. Deal with each child immediately and every time his behavior is unacceptable. (Later when the group is in control we can use behavior modification with some children.)

Ms. Beech, page 2

Our first strategy, I teaching and she observing, had to be revised because we could see that many of the problems had to be dealt with on a one to one basis and we didn't have much time to experiment. So we decided that as I did the teaching she would deal with each disrupting child keeping in mind the six points discussed in our conference.

She told the children in the morning when they arrived how she felt about their behavior and what she was going to do about it. When the reading group came she told them the same thing.

The children were so surprised by her change of performance that both her homeroom and reading group listened when she told them how she felt about their behavior and what she was going to do about it. She told them that she had asked me to teach so she could deal with children who could not behave like they should at school.

Ms. Beech was able to change her image to what a teacher is - in the eyes of her students that morning. At noon she commented that she was beginning to feel like a teacher.

I cleared my calendar for two more days, spending most of the time with her. The next week the first grades returned to a homeroom organization which relieved some of the disruptive influences.

I dropped in to leave materials or just to say hello whenever I was in the building and the principal says it seems like a miracle that she found the key to classroom management so quickly.

She really has several keys - she just wasn't using the right one. I'm sure she would have chosen it if she had had more time.

She's been rehired for next year.

Ms. Hawthorne, School III, Grade 4

Summary of Work Done

Ms. Hawthorne had Reading Groups 4 and 8. Group 4 began the year in SRA, Level E and finished the SRA series and were working in the 3rd grade Allyn and Bacon by the end of the year. Group 8 started in the 4th grade Allyn and Bacon and also read Sounds of Mystery and 4th grade class II books. She used the same contract program as Ms. Box. She had a larger group and wanted to meet with them for instruction oftener than individual counseling allowed. She asked what I could suggest so we made this plan which worked out well:

Group 4 had common needs so they could be instructed in one group when grouping was appropriate. Group 8 was the largest so it was formed into two groups to start. Keeping the steps in a reading lesson in mind, she met with each group to give background for the story, present new vocabulary and then give an independent work sheet for a study guide or purpose for reading. At the next meeting of the group the story and worksheets were discussed. There were many opportunities for oral reading at this session for varifying answers, reading conversations or paragraphs of special interest. The other steps in the plan were done independently. Periodically groups met to check and discuss workbooks. Children sometimes worked in pairs to help each other or to read a story orally. Records were kept of needs and sometimes groupings were formed to teach to a specific need until the weakness was overcome. At times the total group met for instruction or discussion. This was a flexible arrangement and the students seemed comfortable and interested and involved most of the time.

I worked every Thursday from 9:45 to 10:45 during the fall quarter and conferenced, supervised independent work or met with a group. Ms. Hawthorne and I visited at lunch time when we shared observations of her class.

During the winter and spring quarters I worked in her room Thursdays, 12:30 to 2:00 when we did things in Creative writing, plays, or choral reading. I taught classes in creative writing using literature for motivation. We used lots of art experiences to illustrate their writings. We had a unit on poetry beginning with limericks. Before the interest waned the children were familiar with cinquain, haiku, rhymed verse and blank verse and had tried writing all forms. Ms. Hawthorne read poetry every day. She was reading from "A Gift of Watermelon Pickles" one day when I was present so the next time I was present I brought a jar of watermelon pickles for them to taste - a new experience for many. I also shared a recording of some of the poems which were read by the authors.

Ms. Hawthorne sometimes had an afternoon open classroom. She planned carefully for these by having centers et up with many materials at hand. Ground rules were planned carefully so the students knew what the boundaries were. Some students continued with art projects, creative writing, puppet making, or knitting. Macramai and oragami was popular for a while. Games: chess, checkers, word bingo and others usually interested many boys. Some favored cross word and jig saw puzzles. A mother volunteer was in the room during these times and the adult function was to present a new activity or circulate from group to group and individual to individual visiting, encouraging, assisting. There was always ample time for cleanup and sharing before dismissal.

Ms. Hawthorne , page 2

Changes Noted:

More creative writing, choral reading, art and puppets.

Contracts in reading.

Record keeping in reading.

Open classroom sessions.

More thoughtful questioning to develop comprehension skills.

More concern and effort in diagnosing to find weaknesses in children's reading and then searching and trying ways to remedy weaknesses.

Strengths and Weaknesses at End of Program

Classroom Appearance

Strengths	Weaknesses
Work and interest centers. Library, Listening	Children did all (practically all) the housekeeping. They had the responsibility of keeping the centers, developing the bulletin boards, displaying their hobbies and art work, advertising new books in the shadow box.
Hobby displays: electrical appliances rocks feathers buttons shells beads bones	Children needed more instruction, discussions and evaluations so they could meet the responsibilities of their jobs. Standards should have been set.
Shadow box for advertising a new book.	Room was unattractive and cluttered.
Bulletin Boards covered with children's work.	
Art Center - many supplies	
Easy Chair	

Instructional Competencies

Strengths	Weaknesses
Relates to children well. Respected and liked by them.	
Uses literature, films, pictures, models, interests	

Ms. Hawthorne, page 3

Strengths	Weaknesses
to motivate creative writing and discussions.	Sometimes expectations are not as high as they should be for some children (it seems to me.)
Uses plays to interest children to practice oral reading. Perform for other rooms and parents.	
Uses tape recorder to help children evaluate reading.	
Her students are encourage to tutor first graders and read them stories.	
Uses aides and volunteers to give children opportunities to practice reading.	
Relaxed, easy-going, keeps her cool.	
Listens to what children say - sensitive to other ways they communicate.	
Uses city and community activities for discussions and instruction.	
Often uses the newspaper for instruction.	

Classroom Management

Strengths	Weaknesses
Involves students in planning academia	
Gives directions clearly	
Gets things done	
Children responsible for routine jobs.	Need more planning and guidance here.
Sense of humor.	

Ms. Cedar, School IV, Grade 2

Summary of Work Done

Of all the teachers I worked with these two years, Ms. Cedar made the most growth as a"person," of anyone in the group. She was a probationary teacher who had a rough first year teaching. She was extremely defensive about having anyone help her or her program. Her biggest problems were organization of her class and no classroom control.

I took time to visit with her and we talked about her problems and her concerns but I did not go into her room until she invited me in to do a literature lesson with her whole class. I found many things to compliment her on about her classroom. She let me teach reading groups, too.

She let me teach all morning one day to show her one kind of room organization that worked well for me. She liked some of the ideas, but she came up with her own room organization, using a few of the ideas that I had demonstrated. She felt comfortable with her own organization and it certainly made a much better place for her children to work.

Her classroom control became better with a better room organization. Also, control became better as she offered her children more interesting and challenging projects.

Ms. Cedar is extremely artistic, but this had never been apparent before. She enthusiastically began projects with her children which gave them many opportunities to be creative and artistic. Her classroom was a show place of lovely creations made by her second graders. Her principal told me that he had never realized before the talents that she had as a person or as a teacher.

She still has control problems once in awhile, but you have to give her credit for making tremendous growth as a professional teacher. She has confidence in herself - she will continue to grow.

We video taped a literature lesson and a reading lesson in her classroom.

Summary of Changes Noted:

Classroom Appearance

Strengths	Weaknesses
Beautiful bulletin boards with children's art and writing always up to date.	
Fine library corner. Many new and enticing books.	
Materials available for children to use - paints, weaving, paper.	
Reading Group corner set up with chairs all ready to go.	

Ms. Cedar, page 2

Instructional Competencies

Strengths	Weaknesses
Regroups regularly as children progress, never keeps children back. e.g. She had 10 groups once, numbers always varied from week to week. Expects children to listen while she gives directions.	Loud voice when children become noisy. Let's children become too loud before doing something about it. Does not always insist that children complete tasks.
Children have a choice of activities when daily assignments are completed - painting, library, weaving, cut and paste and drawing.	
Literature lessons are provided daily, children follow-up with creative writing and or art activities, e.g. Ferdinand the Bull Book was read to children. For follow-up each child wrote a story about Ferdinand - What Did He Do? Did He Like to Fight? Each child made pictures of Ferdinand. She gave them straw flowers to put on their pictures to depict how Ferdinand loved the flowers.	
Famous children's authors and illustrators were made known to the children so that they seemed like everyday friends. e.g. She shared all the Ezra Jack Keats books with the children, then she read to them about his life from Books Are By People. The whole class developed a bulletin board about E.J. Keats.	
Let children be involved in teaching the reading lesson - e.g. kids at the board, kids showing the word cards, kids leading the games.	
Gives children a chance to share orally every day. e.g. every child has a chance to tell news first thing every day.	

Ms. Cedar, page 3

Classroom Management

Strengths	Weaknesses
Room organized so that children have a chance to select activities of their choice during the a.m. (weave, paint, library)	Does not always insist on each child helping to make the classroom a good working place.
Routine every morning allows for children to feel secure and know what is expected of them. e.g. Newstime, teacher outlines activities of a.m. reading groups follow with children knowing exactly what to do - independent activities reading group time, free choice time.	